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ABSTRACT

This document presents a curriculum developed for the prevention of violence in teenage relationships. A guide for presenting material in four class periods is included. Student learning objectives are listed and a pre/post test is included. Each of the four objectives is discussed in its own section of the curriculum. Objective I, Dating Violence: Its Existence and Its Forms, provides general information on dating violence, historical attitudes toward relationship violence, and theories to aid in understanding and preventing relationship violence. Specific information concerning physical, emotional, psychological, and sexual abuse are discussed. Objective II, Abusers and Victims: The Individuals and the Relationship, discusses traits prevalent in abusers and victims of abuse, and information concerning individual background and behavior which may predict violence. Objective III, Dating Violence: Prevention Through Knowledge and Understanding, presents prevention concepts to help students avoid dating violence and describes the use of self-esteem, interpersonal relationships, assertiveness, and communication skills to prevent dating violence. Objective IV, When You Need Help, lists possible resources available to help victims and perpetrators of dating violence. The curriculum concludes with a set of relevant activities. The Network Against Teenage Violence dating violence survey study, an information handout, and a list of domestic programs in North Dakota are appended. (NB)

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When Love Really Hurts.

Dating Violence Curriculum

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WHEN LOVE REALLY HURTS

TEENAGE DATING VIOLENCE
CURRICULUM MATERIALS

DEVELOPED

BY

NETWORK AGAINST TEENAGE VIOLENCE

A Project Of

FAMILY CRISIS SHELTER
P.O. Box 1893
Williston, ND 58801

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Family Crisis Shelter, Williston, North Dakota

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INTRODUCTION

Dating violence is a subject that has only recently been addressed and about which there is very little information available. Although there has been much education done on "spouse abuse", the concept that the violence precedes the marriage is just beginning to receive attention. It is perhaps the natural order - the first step was to provide safety for the victims by establishing safe shelters - followed by treatment programs for batterers, and now prevention through education of adolescents.

Prevention is more cost-effective than responding to the problem after it exists, both in terms of dollars as well as human suffering. The old adage "a stitch in time saves nine" comes to mind in two images: (1) that it is certainly easier by "nine" times in cost and personal effort to keep someone from entering a violent relationship than helping repair one in existence; and (2) that while the "stitch in time saves nine," we still need the sewing needle for future "stitches." Therefore, even with the implementation of prevention programs such as these materials, shelter programs are needed and must be maintained.

This curriculum was developed by the Family Crisis Shelter located in Williston, North Dakota, and serving Williams, McKenzie and Divide Counties. In 1985, we applied for and received a grant from the Bush Foundation to develop an educational and service-providing program for the prevention of violence in teenage relationships. As a first step, a survey was conducted to assess the extent of dating violence in the tri-county area. We have included a copy of the survey, along with the findings, in this manual for your information.

We hope you find this material helpful and, if you should wish further information about the project or these materials, please feel free to contact one of the following sources:

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GENDER LANGUAGE USE

People are not for hitting, whether male or female. However, the problem is much more severe for women simply because of their smaller size and lesser strength as compared to men. In most situations, the man is bigger and can hit harder than the woman. From a physical standpoint, if she hits him, he can stop her; but, she can't stop him.

If a big kid hits a little kid, we call him a bully. Most of us would consider such an act wrong. Big kids aren't supposed to beat up little kids. However, if a male is abusing a female, comments such as "It's probably his wife," "I wonder what she did," and "She deserves it" are often heard.

Battering is the number one cause of injury to women in the United States. National statistics reveal that 95% of abuse victims are female. In order to change society's attitude so that we also view female abuse as a "bully" act, we must be willing to recognize there is unequal power in the relationship and address it as such. In "A Clinical Literature Review of Men Who Batter" paper presented at Conference on Family Violence Research, University of New Hampshire, 1984, James Ptacek states "Current literature compounds the problem of avoiding a gender analysis by consistently using language which ignores gender, the most common characteristic of battering. Most batterers are male and most victims are female, yet most literature uses gender neutral terms . . ." Because we do not wish to negate or even diminish the importance of recognizing and validating this gender issue, this text mostly uses the feminine pronoun when referring to the victim and male pronoun when referring to the abuser.

USE OF MATERIALS

One of the goals in developing this curriculum was to make it as flexible as possible to accommodate various subject areas as well as class time availability. This material can be incorporated into any class. Suggested areas include:

Health, Home Economics, Family Living
Social Studies, History
Psychology
English

Class Time Use:

Minimum: 1-2 class periods
Recommended: 3-4 class periods

We suggest teachers:

1) Preview material to familiarize themselves with the subject and select presentation information.
2) Select activities for use with materials. (Pgs. 49-60)
3) Copy handout materials selected for distribution. (Pgs. 11, 39-42, 47-48, 52, 82)

Following is a suggested guide for presenting material in four days. If you have less than four class periods to spend on dating violence, we suggest you distribute all handout materials in order to expose students to all information.

Day 1:

Present information on:

Cycle of Violence (Pg. 10)
Forms of Abuse and Sex Role Stereotypes (Pg. 16)
Descriptions of Abuse (Pgs. 17-18)
Dynamics of Abuse (Pgs. 19-24)

Select Activity:

Finish the Story (Pg. 54)
Don't Get Trapped With Stereotypes (Pg. 55)

Handouts:

Cycle of Violence Diagram (Pg. 11)

Day 2:

Present information on:

Intergenerational Concept (Pg. 15)

Predictors of Battering (Pg. 27)

Personality Traits (Pg. 28)

Select Activity:

Questions to Ask Yourself About A New Dating Partner (Pg. 52)

Situation Questionnaire (Pgs. 56-58)

Handout:

"Questions to Ask Yourself" activity

Day 3:

Present information on:

Why Women Stay (Pgs. 29-30)

Myths and Realities (Pgs. 31-32)

Handling Stress (Pgs. 34-35)

Self-Esteem (Pg. 36)

Valuing Non-Violence (Pg. 38)

Select Activity:

Self-Esteem Index (Pgs. 59-60)

Handling Stress (Pg. 49)

Handout:

Conflict Tactics Scales (Pg. 25)

Self-Acceptance Script (Pg. 37)

Day 4:

Present information on:

Providing Help (Pgs. 47-48)

Select Activity:

1. Do Role Play situations. (Pgs. 50-51)

OR 2. Discuss assertive vs aggressive/submissive behavior and how that may affect a relationship (whether violent or non-violent).

OR 3. Since students indicated they would most often approach a friend if involved in a violent relationship, discuss the importance of being informed to provide effective help and how to help.

Handouts:

Assertive Behavior: Definitions and Guidelines (Pgs. 39-42)

STUDENT LEARNING OBJECTIVES

I. Students will learn about the existence of dating violence as a widespread cultural occurrence and be made aware of the four primary forms of abuse: physical, emotional, psychological, and sexual.

II. Students will be familiarized with traits which appear prevalent in those who abuse others and in those who are victims of abuse. They will also learn general truths and falsehoods about violent relationships.

III Students will be advised of some techniques useful for preventing relationship violence.

IV. Students will be made aware of resources to assist both those who abuse and the victims of abuse.

MEASURING STUDENT LEARNING OBJECTIVES

If you wish to measure what your students know about dating violence prior to presenting the classroom materials and activities, you may wish to give them the Pre-Test on the following page.

While you may be comfortable that your students are completing the objectives through their class responses, you may want to measure their learning in a more formal way. If so, you may wish to:

1. administer the same test, this time as a post-test;
2. administer the test as a post-test, having students correct the statements which are false; or
3. have the students write a discussion of the following question or a similar one:

   After this discussion of dating violence, how do you plan to prevent it from happening to you?

ANSWER KEY FOR PRE- AND POST-TEST: (on following page)

1. False - Jealousy shows possessiveness, not caring.
2. False - We are all responsible for our own actions. No one can "make" you hit someone.
3. False - Abuse escalates. It will probably get worse after marriage.
4. True
5. False - Studies indicate that domestic violence cuts across educational boundaries.
6. False - Psychological and emotional abuse can cause long-term negative effects.
7. False - No statistical proof of this.
8. False - A person who has learned to use violence as a response to stress will continue to do so.
9. True
10. False - It is the level of self-esteem and self-concept that determines risk of being involved in a violent relationship.

Possible answers for the essay:

Develop good communication skills; be assertive; feel good about yourself; demand <u>equal</u> relationship.

PRE/POST TEST

Name: _____ Date: _____

1.	T	F	Jealousy on the part of a teenager shows how much that person cares for another teenager of the opposite sex.	T	F
2.	T	F	Sometimes people make you so mad you can't help but hit them.	T	F
3.	T	F	Violent behavior by a dating partner will usually stop after marriage to that partner.	T	F
4.	T	F	If a person was physically abused as a child, that person is more likely as a teenager or an adult to physically abuse others.	T	F
5.	T	F	People with more education are less likely to be violent in relationships.	T	F
6.	T	F	A person is not really being abusive as long as they don't physically harm another person.	T	F
7.	T	F	Certain ethnic groups are more likely to be violent than other ethnic groups.	T	F
8.	T	F	A person who has been violent in a dating relationship and who then feels sorry, apologizes, and promises to never do it again, is not likely to be violent in that relationship later.	T	F
9.	T	F	People who abuse others can be helped by professional counseling.	T	F
10.	T	F	Popular and successful people are not likely to be involved in a violent relationship.	T	F

OBJECTIVE I:

Students will learn about the existence of dating violence as a widespread cultural occurrence and they will be made aware of the four primary forms of abuse: physical, emotional, psychological, and sexual.

DATING VIOLENCE: ITS EXISTENCE AND ITS FORMS

This section will provide students with general information concerning dating violence. Included will be background materials on historical attitudes toward relationship violence and the development of theories to aid in understanding and preventing relationship violence.

Specific information concerning physical, emotional, psychological, and sexual abuse will be discussed, including their characteristics and effects. There will also be discussion on what to do when confronted with these forms of abuse.

DEFINITION OF ABUSE: Webster's Dictionary defines abuse "To attack in words; deceive; to put to a wrong or improper use; to use so as to injure or damage." Spouse abuse and its forerunner, dating violence as referred to in these materials, is therefore defined as: Any action, verbal or physical, causing injury or damage to another in a dating or marital setting.

BACKGROUND ON DOMESTIC VIOLENCE: Since the early 1970's, social practitioners have devoted much time to study of violence within families. In 1979, Straus, Gelles and Steinmetz noted that spouse abuse occurred in one of every six households in any single year (Straus, Gelles, Steinmetz, 1980). Statistics have shown that domestic violence occurs across economic and racial boundaries, and while violent acts are committed by both husbands and wives, wives are more often the victim. Women's shelters have been established across the U.S. to provide protection for the victims and their children, and to provide counseling for both victims and abusers. As of 1986, North Dakota has a total of 16 such abuse projects throughout the state, making up a Council on Abused Women's Services (CAWS) with a network office in Bismarck, ND.

BACKGROUND ON DATING VIOLENCE: Workers in shelter programs recognized also the probability of violence occurring in dating relationships. Dr. James Makepeace, in 1979, conducted a study of 202 college students in Minnesota. From that study, Dr. Makepeace concluded that 21% of these students, who came from predominantly middle income, small town backgrounds, had at least one direct personal experience with violence in a relationship. While most of the abuse was relatively mild (pushing, shoving, slapping), more severe forms were also reported.

A survey of 256 high school students in a Sacramento, California, school district during the 1982-83 school year found that 35.1% of the students had experienced some form of abuse in their dating relationships (O'Keeffle, Brockopp, and Chew, Social Work, Nov-Dec, 1986).

In 1985, NATV conducted a survey of 1,256 high school students in Northwestern North Dakota. Results of that study showed that of the 80% of students who had dated or were now dating, over 50% had experienced a form of abuse by a date. A complete copy of that survey and its findings is included in this manual (see Appendix A).

CYCLE OF VIOLENCE:

In many relationships, battering appears to occur in a cycle. (Walker, 1979)

The Cycle of Violence has three distinct phases: (I) The Tension Building Phase; (II) The Battering Incident; and (III) The Honeymoon Period.

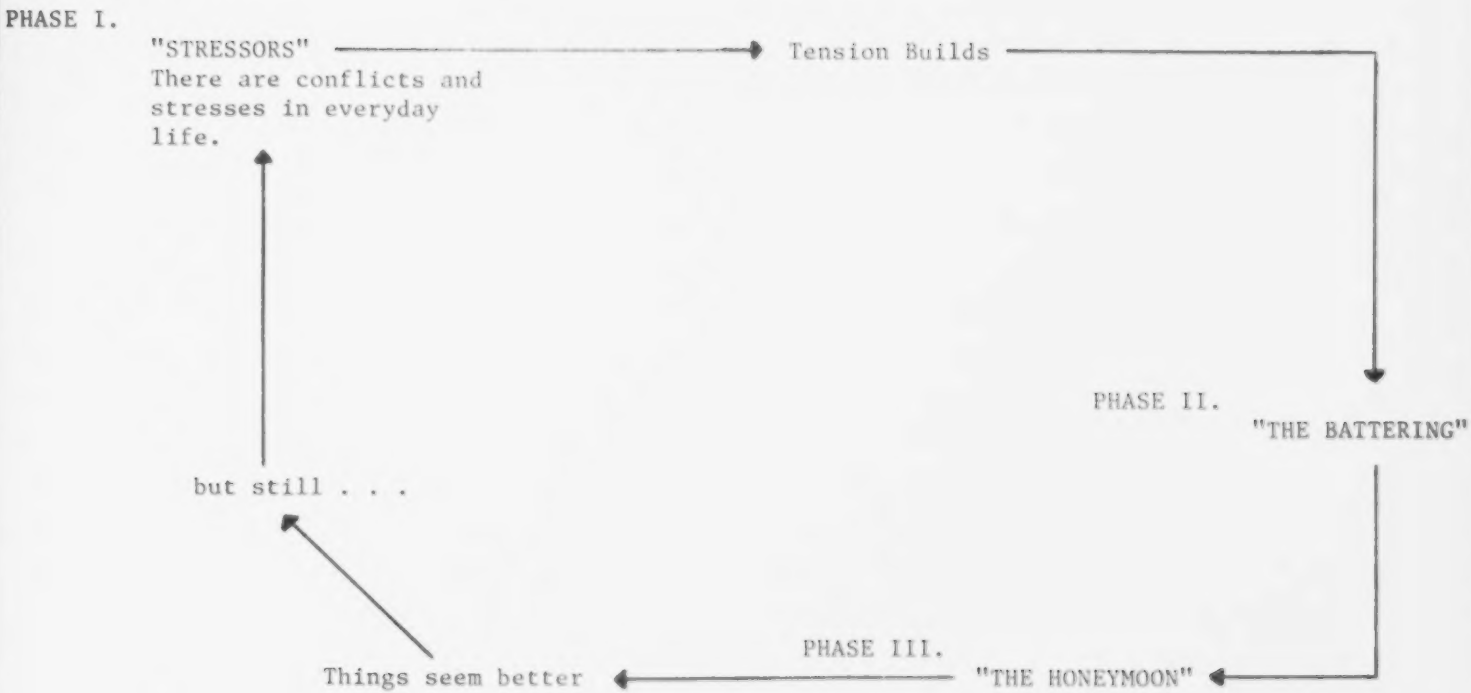
Phase I - In this phase, the tension builds and the abuser is irritable, tense, and critical of the victim. He becomes more and more tense until:

Phase II - The battering incident occurs and the victim is abused.

Phase III - The violence is often followed by a remorse period where the batterer is very sorry and attempts to "make up" by being very loving. At this point, he may promise that it "will never happen again." This is not an insincere attempt to dupe the victim, but more likely a response to his shame. However, stresses continue in life and, since this is a learned behavior, the cycle continues. Unless interrupted, Phases I and II increase in frequency and Phase III becomes shorter or even non-existant.

A diagram of the cycle is included on the following page.

THE CYCLE OF VIOLENCE



"The Battered Woman"
Lenore Walker

HISTORICAL BACKGROUND:

In early America, our law was based on English common law doctrines, and wives and children were considered as property of their husbands. Husbands were expected to exercise control over their wives (and children) and, as such, were permitted to beat them in order to "discipline" them. At one point, the common law doctrine was modified to allow the husband the "right to whip his wife, provided that he used a switch no bigger than his thumb." This is one of the sources referred to as the basis for the phrase "rule of thumb." Societies' attitudes were reflective of these laws and have continued long after the laws were changed. It is now a crime to beat your wife.

Suggested Classroom Exercise:

Assignment: Read handout "An Agent of God"

Discussion Questions:

1. Would Josephine Grinnell's experience with her violent husband have been different if she had lived in the 1980's rather than the 1880's?

Suggested student research need to answer this question:

1. Students may interview staff of local domestic abuse projects in order to learn what options and resources would be available:
   a) Order for Protection
   b) Shelter facilities
2. Students may interview the State's Attorney and local law enforcement personnel.
   a) Probable cause arrest
   b) Local policy for intervention and prosecution of domestic violence
3. Students may read The Burning Bed (McNulty, Faith, Bantam 1981). Compare the experience of Francis with Josephine. What similarities are noted? Has the circumstance for women in violent relationships improved in the nearly 100 years since Josephine's time?

Court decrees battered wife as AN AGENT OF GOD

by Erling Nicolai Rolsfrud
(N.D. REC Magazine, March, 1984)

Battered women have gained much attention through recent media. Past generations also had their battered women, but without today's humane interest and legal efforts to provide help.

I tell here the story of a battered wife who lived a century ago, whose release came about in a bizarre way.

Josephine Grinnell was born at Like-a-Fish-Hook Village in 1860, the daughter of a Beaver Woman, a Hidatsa Indian, and Charles Malnorie, a Frenchman who owned a trading post at old Fort Berthold. (The site of both Fort Berthold and the Indian village is now inundated by Lake Sakakawea.)

High-spirited and intelligent, Josephine was the first of the Indian students to leave the Fort Berthold Indian Reservation to seek further training at Hampton Institute in Pennsylvania. Her mother, fearful that the girl might be kidnapped and never return, strongly opposed Josephine's venture after more of the white man's education.

So Josephine left secretly. The night before she was to leave, she hid her clothing down at the boat landing. The next morning, she stole from home, and filled with trepidation, boarded a river steamer. She returned from three years at Hampton full of learning and a store of interesting tales with which to regale her folks and friends. Her favorite topic was the fancy clothes worn by officers' wives traveling on the river steamers. Particularly intriguing to Josephine had been the ladies' slippers. In describing them, she would indicate with her fingers the height of the heels and she would say, "Heels this much!"

To Fort Berthold, accompanying a military train from Fort Snelling, Minnesota, came the adventuresome George Grinnell. He remained to hunt game along the Missouri, and to establish a wood yard to supply fuel for river steamers. He was at once attracted to the beautiful and accomplished Josephine Malnorie and they were married.

From the start, life with the tempestuous former Army spy was a rugged experience for Josephine. Under the influence of liquor, her husband would subject her to indignities her breeding could not tolerate. After establishing a saloon of his own at Williston, he became increasingly abusive.

The arrival of children made no difference in him. One extremely cold winter day when the oldest child had run away from home, Josephine ran to her husband's saloon to summon aid in finding the boy. But the drunken husband, always resentful of the proud woman's resistance to becoming a squaw-wife, saw this as an opportunity for vengeance.

He bristled savagely when Josephine implored the men at the bar to help him find the child she adored. "I'll kill the first man that goes out to look for that boy of hers," he said.

Among the men in the group was George Newton, the famed buffalo hunter. He looked Grinnell full in the face and said, "Then you've got me to kill."

Grinnell's bluff had been called. If he shot Newtown, he knew the other men would quickly gather a mob to deal him Western noose-justice.

Newtown stalked out of the saloon, and shortly found and returned the boy to his mother. But the incident served to fan the flame of Grinnell's resentment toward his wife.

By 1888, four children had been born to the Grinnells - three boys, George, John and Charles; and a baby girl, Ellen.

One day Grinnell came home from his saloon, wildly abusive. To protect herself, Josephine, with Baby Ellen in her arms, ran to a nearby field where several men were working.

On horseback, the drink-crazed Grinnell pursued her. He charged up to her, and tried to strike her with the butt of his pistol. Too drunk to maintain his balance, he toppled from the saddle and feel upon Josephine.

The men, afraid of Grinnell's gun, did not risk interference. The desperate mother, her baby gripped in one arm, struggled against her husband.

Suddenly, George Grinnell lay still.

He had always worn around his neck a leather watch thong with a sliding knot. With her one free hand, Josephine had grasped this and strangled him to death.

A coroner's jury was immediately summoned to the spot and quickly reached an unusual verdict: that George Grinnell "came to his death through an act of Almighty God, by the hand of his agent, Josephine Grinnell."

For the young mother, happier years came. She returned to her Indian people on the Fort Berthold Reservation where she found work as a cook at Fort Stevenson. Later she moved to Elbowoods.

Before her death at Elbowoods in 1945, this much-respected and well-loved mother saw the fruition of her dreams for her children. The baby daughter she had gone to such drastic means to protect grew into beautiful womanhood and was married at the Elbowoods Mission Church. And the daughter of this Ellen not only grew up to wear "heels this much" but, having inherited her grandmother's great beauty, was elected homecoming queen at the Minnesota college from which she was graduated.

(This article was reproduced with permission of Erling Nicolai Rolfsrud)

INTERGENERATIONAL CONCEPT

(patterns of behavior are passed on to the next generation through learning)

Children raised in homes in which the children witness violent behavior between parents or are victims of violence directed at them are at much greater risk of becoming either an abuser themselves or unconsciously repeating their victim status in other relationships. If a child sees mother being assaulted by father on a frequent basis and, through a combination of fear, threat and actual violence, the child's mother is forced to concede to father's demands, the child learns to try-out these same violent problem solving methods on siblings or peers. Or, if the child is the victim of frequent abuse by a parent, the child soon realizes that power, brute strength, physically superior size, and control are "effective" methods of solving problems in the future.

Likewise, when a child viewing an adult react to familial, financial, vocational, or social stresses by erupting into violence, that violence becomes, in the child's mind, an "acceptable" way to react to such pressures as the child grows into adolescence and adulthood.

Children are excellent observers - they notice everything. However, they are not good interpreters of what they see or hear. What they learn (interpret) from witnessing violence is:

1) They are responsible (parents may be fighting about issues regarding children).
2) Anger equals violence.
3) What a man is "supposed" to be and what a woman is "supposed" to be
4) To suppress feelings.
5) Not to trust.
6) To ignore violence.
7) Passivity and aggression.
8) To be ashamed of themselves and their family.

It is through these processes of learning that violence becomes passed on to the next generation.

FORMS OF ABUSE

1. Physical: Actions which cause physical pain or injury.
2. Emotional: Actions which cause loss of self-esteem.
3. Psychological: Actions which create fear.
4. Sexual: Actions of a sexual nature which cause fear, loss of self-esteem, pain, or injury.

Physical violence is the easiest to identify and, therefore, is most people's concept of "abuse." However, verbal abuse (characteristic of emotional and psychological abuse) often precedes and is integrated into the physical abuse. The emotional "crippling" caused by verbal abuse can often require a longer healing process than the physical injuries inflicted. It can also become a factor in a victim's acceptance of physical abuse. Victims begin to believe what they have been repeatedly told: that if they were "smarter," "more competent," "better" people, their abuser would not become frustrated to the point of hitting them. Victims then attempt to control the violence through changing their behavior. What they are in effect doing is removing responsibility for the violence from the batterer and taking it on themselves.

SEX ROLE STEREOTYPES

Studies in the field of domestic violence have shown a relationship between sex role expectations and abuse. Persons involved in violent relationships often embrace traditional sex role stereotypes.

Changes have occurred in this area in the last two decades. However, in many communities, men are still expected to be dominant and in control, and women are expected to be passive and submissive. Women are expected to be sweet, nice, and sensitive to the needs of others, while men are expected to take charge and not show emotion. Men do not have to be aggressive and violent, and women do not have to be victims!

Students should understand that violence in relationships seems to occur more frequently than between persons who hold onto stereotyped expectations of men and women regarding what is and what is not okay for a man or woman to do, think, or feel. However, it cannot yet be said that having such stereotyped beliefs about men's and women's roles causes violence in relationships to occur.

DESCRIPTIONS OF ABUSE

HAVE YOU BEEN PHYSICALLY ABUSED?

Has your partner caused you pain or injury by:

- Pushing or shoving you?
- Pinching or scratching you?
- Kicking you?
- Hitting you with an open hand or a closed fist?
- Biting you?
- Choking you?
- Pulling your hair?
- Using any type of a weapon to hurt you?

HAVE YOU BEEN EMOTIONALLY ABUSED?

Has your partner attempted to lower your self-esteem by:

- Calling you names or swearing at you?
- Criticizing your opinions or actions?
- Humiliating you in public?
- Ignoring your feelings?
- Isolating you from others?
- Behaving jealously?
- Manipulating you with lies or contradictions?
- Insulting you or your beliefs?
- Insisting on doing things for you that you can do yourself?

HAVE YOU BEEN PSYCHOLOGICALLY ABUSED?

Has your partner attempted to make you fearful by:

- Threatening to hurt you?
- Damaging your personal property?
- Driving recklessly against your wishes?
- Abandoning you in an isolated or dangerous place?
- Injuring an animal in your presence - perhaps even your pet?
- Holding you to keep you from leaving?
- Displaying inappropriate anger?

HAVE YOU BEEN SEXUALLY ABUSED?

Has your partner caused you sexual discomfort or pain by:

- Calling you sexually derogatory names?
- Continuing sexual advances after being asked not to?
- Criticizing your belief system regarding sex?
- Forcing unwanted sexual actions?
- Raping you?

DYNAMICS OF PHYSICAL ABUSE

A person who succeeds in controlling others by venting anger on them will continue resorting to anger. As the anger grows more intense, the chance of physical violence increases. Use of violence is a learned behavior and, therefore, can be changed through learning alternate methods of responding to stress.

A common myth is that the abuser "loses control" when violence occurs. In reality, the batterer is often exercising a great deal of control. He is choosing (controlling):

Who - His female companion, not his male friend, boss, father, or others who may also have caused anger or frustration for him.

When - Seldom will the violence occur in front of anyone else. It almost always occurs when the couple is alone.

Where - Some abusers will be selective about where they hit so that the bruises won't show or can be easily covered.

How - An abuser may consider it acceptable to push, slap, pull hair, etc., and will excuse it with "I didn't do anything wrong because I never used my fist." However, it may be that he pushed her down the stairs, slapped hard enough to cause a black eye, and pulled hair out of her head.

Both the abuser and the victim will minimize the severity of the violence. The abuser will often deny that it occurred at all and, if confronted with the facts, will then minimize the severity. The victim will also minimize the severity of the effects. Therefore, it is important to believe victims when they do reveal the violence and be supportive.

WHAT TO DO

IF IT HAPPENS TO YOU:

Do not accept <u>any</u> responsibility for the abuse. As a partner in a relationship, you may be responsible for some problem or breakdown in a relationship, but you are not responsible for the abuse. No one can "make" a person hit someone else.

Try to give the abuser a negative consequence for the violent action. If you give in to his control, you reinforce the learned behavior that "power" works. Leaving him until he has made an effort to change his behavior is one example of negative consequence.

IF IT HAPPENS TO SOMEONE YOU KNOW:

Do not ask "why" questions. Asking why it happened implies the victim had control over the situation and, in effect, revictimizes the person. Reassure her that it is not her fault, that no matter what she did, she did not deserve to be hit (beaten, kicked, etc.).

Believe her, listen, and be supportive. Encourage her to talk to a professional about it.

DYNAMICS OF EMOTIONAL ABUSE

Emotional abuse is extremely damaging when experienced for any length of time because it causes loss of self-esteem. If you are consistently told negative things about yourself and this is not balanced by some positive reinforcement, you begin to question and doubt your self-worth. Lack of self-confidence may result in your accepting the batterer's definition of your capabilities and worth, thereby reinforcing the belief that you do not "deserve" better.

Experiencing emotional abuse can result in a loss of faith in yourself and a loss of your ability to make decisions based upon your own values and what you think is right.

Someone who is emotionally abusing you may also be discouraging you from seeing your other friends. This eventually creates a climate of isolation which makes you more "dependent" on the abuser, and even more vulnerable to having your perception distorted.

WHAT TO DO

IF IT HAPPENS TO YOU:

It is important to combat any loss of self-esteem by maintaining a support system for yourself. Do not allow yourself to be kept from seeing friends who like you and who help you see the positive things about yourself.

Continue to participate in activities which you enjoy and that allow you to use your talents and abilities. Take on new challenges which will provide opportunities for discovering personal strengths. Read books and articles about building self-esteem and self-confidence.

IF IT HAPPENS TO SOMEONE YOU KNOW:

Work on building that person's self-esteem by pointing out the positive attributes that person has.

Insist that she spend time with you so that she doesn't become isolated.

Be loving and supportive. Listen and be non-judgmental.

DYNAMICS OF PSYCHOLOGICAL ABUSE

The techniques of psychological abuse coupled with emotional abuse are similar to those which have been used to control prisoners of war. The techniques do not have precisely the same effects on people who are not locked up (most wives and girlfriends of abusive men are not) as they have on prisoners. However, they are effective methods for any person or group to use in gaining psychological control of another individual or group. As stated in a report published by Amnesty International, these techniques induce "dependency, dread and debility." To the extent that a person is victimized by these techniques, she or he tends to become immobilized by the belief that he or she is trapped, cannot escape.

Being forced to comply to the most trivial demands, being made to feel that any relationship other than the one with him is disloyal, and/or being unable to control a potentially harmful situation causes a person's perceptions to become distorted. Periodically being given reason to feel comforted, cared for, or indulged heightens this distortion and the person begins to question their personal values and beliefs.

Once the battering has been introduced as a means of control, it is always an implicit threat in the abuser's demands for compliance. The victim becomes overly preoccupied with what makes him happy or, more specifically, not angry.

WHAT TO DO

IF IT HAPPENS TO YOU:

Recognize that this person is attempting to control you. The recognition alone raises your awareness of attempts to control and, therefore, keeps you from "buying into it." Remember, you have the ability to control your own life, make your own decisions and select your own values.

IF IT HAPPENS TO SOMEONE YOU KNOW:

Try to get the person to see what choices are available - this will give the person an awareness of having some control over the situation.

Encourage the person to use one of the helping resources listed in this manual (pgs. 46 & 47).

Do not minimize the seriousness of the threats or the situation.

DYNAMICS OF SEXUAL ABUSE

Sexual abuse encompasses all of the other types of abuse when they are of a sexual nature and includes rape. Due to the complex nature of rape, it is impossible to deal with it in detail in the context of this curriculum. Therefore, we would encourage anyone wanting information about this subject to seek out a rape crisis center for more specific help. If there is none available in your area, a spouse abuse program, mental health facility, or hospital emergency center may be able to help you.

Rape can be committed by someone the victim knows (date/acquaintance rape), or by someone she does not know (stranger rape). Since this curriculum deals with dating violence, we offer a very brief overview of date rape.

Some of the reasons it occurs are:

Poor Communication - Both people should have a clear understanding of each other's sexual intentions and expectations.

Sex Role Stereotypes - People's belief that men should be demanding and aggressive, and that women should be passive and yielding

Learned Violence - Rape is not about love or lust. It is sexual violence.

False Belief System - Men believing that women really mean "yes" when they say "no." Women believing that a man she cares for will never do anything not in her best interest.

Rape can cause: guilt, shame, depression, and future sexual problems.

Women should be aware that they have a right to say "no" at any time and expect that request to be respected, even if you have agreed to have sex and then changed your mind.

Men should recognize that it is important to stop any further advances when they are told "no" or even "wait a minute," immediately. Taking a deep breath, raising your hands and saying "OK" the minute you hear a slow down or stop "message," clearly tells the woman that you respect her feelings.

North Dakota has various statutes dealing with inappropriate sexual behavior and while the word "rape" does not appear in North Dakota statutes, the behavior commonly known as rape is illegal in North Dakota. Legal language used in North Dakota is either Gross Sexual Imposition, Sexual Imposition, or Sexual Assault.

WHAT TO DO

IF IT HAPPENS TO YOU:

Call a rape crisis center as soon as possible. They will provide specific details of what to do and offer non-judgmental support. Do not blame yourself. It is not your "fault."

IF IT HAPPENS TO SOMEONE YOU KNOW:

Be non-judgmental and supportive. Reassure victim it is not her fault. Offer to call a rape crisis center for her.

CONFLICT TACTICS SCALES: CONTINUUM FOR METHODS OF RESOLVING CONFLICT

The following scales were developed by Murray Straus in 1971 at the University of New Hampshire to determine methods of resolving conflict. Items 1-r represent the Violence Scale (Straus, Celles, Steinmetz, 1980).

Action of one partner as a response to conflict:

a. Discussed the issue calmly
b. Got information to backup his/her side of things
c. Brought in or tried to bring in someone to help settle things
d. Insulted or swore at the other side
e. Sulked and/or refused to talk about it
f. Stomped out of the room or house (or yard)
g. Cried
h. Did or said something to spite the other one
i. Threatened to hit or throw something at the other one
j. Threw something at the other one
k. Threw something or smashed or hit or kicked something
l. Pushed, grabbed or shoved the other one
m. Slapped the other one
n. Kicked, bit or hit with a fist
o. Hit or tried to hit with something
p. Beat up the other one
q. Threatened with a knife or gun
r. Used a knife or gun
s. Other

Where do you fit on these scales?

OBJECTIVE II:

Students will be familiarized with traits which appear prevalent in those who abuse others and in those who are victims of abuse. They will also learn general truths and falsehoods about violent relationships.

ABUSERS AND VICTIMS: The Individuals and The Relationship

Studies of domestic violence have indicated that certain traits appear prevalent in those who abuse and in the victim of abuse. This section will provide students with materials discussing these traits and information concerning individual background and behavior which may be predictors of violence.

PREDICTORS OF BATTERING

If an individual has one or more of these characteristics, a potential for battering may exist. The greater the number of items you have observed with your partner, the greater the likelihood of battering exists.

1. Grew up in a violent family.
2. Tends to use force or violence to "solve" problems.
3. Abuses alcohol or other drugs.
4. Thinks poorly of personal self.
5. Has strong traditional ideas about what a man should be and what a woman should be.
6. Is jealous of you - even with friends of your own gender.
7. Plays with guns, knives, or other lethal weapons.
8. Expects you to follow orders or advice given by them.
9. Goes through extreme emotional highs and lows, almost as though two different people.
10. Attempts to intimidate or cause you to feel fearful.
11. Treats you roughly.
12. You feel threatened by them.

PERSONALITY TRAITS OF ABUSED WOMEN AND ABUSING MEN

*It should be noted that while domestic and dating violence have been shown by studies to be reciprocal in nature - that is, girlfriends/wives showing abuse towards boyfriends/husbands and vice versa - females tend more often to be the victims because:

> They are in the weaker, more vulnerable position in respect to violence ... (Straus, Gelles, Steinmertz, 1980)

The following characteristics are based on the results of interviews with hundreds of battered women. They are reported by Lenore Walker in The Battered Woman (1979).

Battered Women:

1. Have low self-esteem.
2. Believe myths about battering relationship.
3. Place high value on marriage and the home with its prescribed sex role stereotype.
4. Accept responsibility for actions of batterer.
5. Suffer from guilt, yet deny the terror & anger they feel.
6. Present a passive face to the world, but have the strength to protect own survival.
7. Have severe stress reactions with physical symptoms.
8. Use sex as a way to establish intimacy.
9. Believe no one will be able to help them solve predicament except themselves.

Male Batterers:

1. Have low self-esteem.
2. Believe myths about battering relationship.
3. Are traditionalists who believe in male dominance & stereotyped masculine sex role in family.
4. Blame others for actions.
5. Are pathologically jealous.
6. Present a dual personality.
7. Have severe stress reactions, during which time they drink and/or beat wife.
8. Frequently use sex as an act of aggression.
9. Do not believe their violent behavior should have negative consequences.

WHY WOMEN STAY IN VIOLENT RELATIONSHIPS

There are many reasons why women find it difficult to leave a violent relationship:

1. HOPE: Many women love their partner and hope things will change. Women recall the good parts of the relationship and wish they would return. The violent person often reinforces this by treating the woman very well during the reconciliation following a violent episode. Many women want to believe in the promises and desirable behavior they see when their partner attempts to "make up."

2. FEAR: Many times the violent person threatens to hurt the woman or others close to her if she leaves the relationship. This includes threats of harm to her property or psychological harm, such as telling others damaging information. The woman often believes these threats because she has already seen that her partner is capable of violence.

3. SHAME: Women often are reluctant to admit that their partner has abused them. Younger women may feel that if parents know that they have been abused, their freedom may be curtailed by the parent's attempts to protect them.

4. SOCIAL PRESSURE: In many social groups, it is expected that women will have a "boyfriend, date, or partner." Sometimes it appears preferable to continue a bad relationship rather than give up the social status or sense of belonging which may accompany being part of a "couple." At times, when a woman tries to end a relationship, her friends or her partner's friends may try to influence her to stay in the relationship.

5. LOW SELF-ESTEEM: Women in violent relationships often question and doubt themselves. They may blame themselves for their partner's behaviors (and the partner reinforces this by telling her it is her fault). Experiencing violent and humiliating behavior is likely in itself to lower one's self-esteem.

In long-term relationships and marriages, some additional reasons why women stay are:

6. ISOLATION: The violent person often criticizes or behaves badly toward the woman's friends and relatives. He may seem to be jealous of any time or attention she directs toward others. If the woman finds it too difficult to keep up these relationships, she may find herself with few friends and little support.

7. FINANCIAL DEPENDENCE: The woman may feel that she cannot support herself. If she has children, she may see that her ability to provide for them without her partner would be at a much lower level. She may have married young and lacks training or skills to earn a living.

8. PERSONAL VALUES: Cultural or family beliefs may place a high value on a relationship or marriage. Fear that divorce or separation will psychologically harm children may encourage a woman to stay in a violent relationship. Women may hold religious beliefs which disapprove or forbid ending marriages for any reason.

MYTHS AND REALITIES OF BATTERING

1. Myth: Battered women are crazy.
   Reality: Often battered women's survival behaviors are a little bizarre and are misinterpreted as insanity.

2. Myth: Minority group women are battered more frequently than Anglo women.
   Reality: Although minority groups may have different values and attitudes regarding men and women, and minority women may have fewer sources of help, minority women and Anglo women tell similar stories of physical abuse.

3. Myth: Battered women are uneducated and have few job skills.
   Reality: The education level of battered women ranges from grade school through completion of doctoral degrees.

4. Myth: Batterers are unsuccessful and lack resources to cope with the world.
   Reality: Batterers are often undistinguishable from any other group of men in terms of capability. They include physicians, attorneys, public officials and corporation executives, as well as men in many other occupations and professions.

5. Myth: Drinking causes abusive behavior.
   Reality: A large number of abusive men also drink, but drinking does not cause abuse. Some men abuse their wives whether they have been drinking or not.

6. Myth: The batterer is not a loving partner.
   Reality: Batterers are often described by wives as playful, attentive, sensitive, exciting and affectionate when they are not being abusive.

7. Myth: Once a battered woman, always a battered woman.
   Reality: While some women do repeat the pattern, most are very careful not to choose another abusive male.

8. Myth: Once a batterer, always a batterer.
   Reality: Because abuse is a learned behavior, it can also be unlearned through professional counseling. Assertive behavioral skills can be learned to replace aggressive behavior and negotiating skills can be learned to replace coercive behavior.

9. Myth: Long-standing abusive relationships can change for the better.
   Reality: As long as the man stays in power over the woman, there is little hope of improving the relationship, even with professional help.

10. Myth: Religious beliefs will prevent battering.
    Reality: Most battered women hold religious beliefs, but being religious or spiritual does not protect them from their assaultive men. Many good and religious people get caught in violent relationships.

11. Myth: Batterers will cease their violence "When we get married."
    Reality: Although women sometimes believe their men will cease their abuse once they get married because the man will feel more secure and more confident of the woman's exclusive love for them, this does not happen. Instead, the batterer's suspiciousness and possessiveness increase along with his escalating rate of violence.

OBJECTIVE III:

Students will be advised of some techniques useful for preventing relationship violence.

DATING VIOLENCE: Prevention Through Knowledge and Understanding

Students will be provided with prevention concepts in this section aimed at enabling them to avoid dating violence. Knowledge of the existence and potential of dating violence is the first step toward prevention.

In addition, information will be provided on techniques which may assist individuals in preventing dating violence. This includes information on self-esteem, interpersonal relationships, assertiveness and communication skills.

HANDLING STRESS

Discussion:

1. How would you define "stress"?
   (pressure, hardship, 'weight of the world', being a teenager, etc.)

2. What kinds of things cause you stress as a teenager?
   (getting decent grades; getting out of high school; getting into college; getting along with parents; getting along with boyfriends or girlfriends; making decisions about drugs, alcohol, sex; trying out for a sports team or cheerleading; finding a summer job; etc.)

COPING WITH STRESS

Cognitive Methods

Cognitive (i.e., thinking) methods for coping with stress involve exerting more self-control over the internal and automatic thoughts, messages/self-talk, and mental images one has when experiencing stress.

One popular cognitive technique for better coping with stress is called "stress inoculation" by its originator, Dr. Donald Meichenbaum, in his book entitled Cognitive Behavior Modification (New York: Plenum Press, 1977).

Stress inoculation consists of breaking down any stressful event into four parts and then practice forcing yourself to think a helpful set of thoughts or mental pictures at each stage of a stressful event.

Below, you will find some examples of possible messages you could practice saying to yourself at each of the four steps involved in a stressful situation.

1. Getting Ready to Experience a Stressful Event (preparation)
   "I will be O.K." "I've handled this before." "Just what is it I need to do?" "It will be easier once I get started." "Control my negative thoughts!"
2. Confronting a Stressful Event (encountering)
   "Keep it together!" "Take it one step at a time." "I can do this." "I am doing my best." "These uncomfortable feelings will pass." "If I make a mistake, the sun will still rise tomorrow."

3. Handling Strong Emotional Arousal (overwhelmed feelings)
   "Keep calm, just relax!" "This will pass if I stay cool." "Just focus on what I need to do right now." "I've survived this and worse before." "I can decide to be less (worried, anxious, fearful)."
4. Reinforcing Successful Coping (reward yourself)
   "I did it!" "Next time, I won't have to worry as much." "I am able to talk myself into being more self-controlled." "It's possible not to be (scared, worried, anxious). All I have to do is stop thinking 'I'm scared'."

It is best if you can come up with your own self-statements, rather than trying to memorize the suggestions given above.

SELF-ESTEEM

If you recall, one of the characteristics of both an abuser and victim is low self-esteem.

Self-esteem is the: (A) positive or negative opinion and attitude a person holds about one's own abilities, skills and competencies, (B) in many settings, (C) over a period of time and, (D) in combination with the feedback one receives from others in these same settings. Put more simply, self-esteem is reflected in how we think and feel about ourself based on our own self-evaluations of the effectiveness of our behavior (actions) combined with the evaluations of our behavior which we receive from others (parents, peers, and other important persons in our life).

Self-esteem is positive when we behave effectively (i.e., most of the time or at personally important times and on personally important matters we do well, accomplish the majority of our short and long term goals) and give ourselves a psychological pat on the back for having done so and others notice our effective behavior and express their approval, appreciation and praise.

Self-esteem is negative when we behave ineffectively (i.e., most of the time or at personally important times or in personally important matters do poorly, fail to accomplish the majority of our short and long term goals) and give ourselves a harsh psychological kick in the rear end for having done so and others notice our ineffective behavior and express disapproval, dislike or criticism of our actions.

SELF ACCEPTANCE SCRIPT

The following excerpt from Dr. M. D. Maultsby, Jr.'s Self Acceptance Script may be helpful to read over several times again and again, thereby "programming" yourself to accept yourself and others.

I am a person with human dignity. What I do does not change me. Sometimes I make mistakes and sometimes I do things very well, but I'm the same person no matter what I do.

I will continue to make mistakes throughout my life because I'm not perfect; I am a fallible human being. However, because I'm a person, I also have the ability to learn. I can work on mistakes and learn to do what is necessary to change them. I can strive to "do" better, I cannot "be" better. I already am a human being.

Other people control their decisions about their behavior. I am not responsible for what other people think, feel, or do. I want to do my best to help others, but their behavior is in their control. They decide what they do.

VALUING NON-VIOLENCE IN RELATIONSHIPS

Young people, in order to avoid the occurrence of violence in their relationships, must make it understood that they will not tolerate any form of abuse. Even a derogatory remark made by a date should not be permitted to slip by because the person making the remark will interpret the silence as permission to do it again.

Mary Maracek, Program Director of a battered women's program in Massachusetts, states: "The most important thing we can do to stop family violence is help people realize that beating and abuse are not all right under any circumstances, not when he's drinking, not when he's on drugs, not because his mother or father beat him . . . That's when we begin to see some changes, when women who were trying to find excuses and reasons for the beatings finally realize there are no excuses. Only then are they able to let go of the guilt, the idea that if she were a better wife, he might not beat her. Teenage women must internalize this concept early. If the first time he grabs her and pushes her she says "No," she is saying "That's not O.K. You have to make some changes." This puts the focus on the right place, which is on his behavior . . . The earlier this happens, the better." An important concept in valuing non-violence is for both males and females to refrain from use of hitting, slapping, and swearing within relationships. A significant part of establishing a value of non-violence is to decide that you are never going to behave violently toward others.

One of the best ways to "live out" the value of non-violence in relationships is to pursue good communication skills. If young people practice talking about feelings and a "no lose" method of solving the problems of relationships, violence will not fit into their communication system.

Also, if young people value themselves highly, violence will not be allowed in a relationship.

ASSERTIVE BEHAVIOR

DEFINITIONS

ASSERTION: ASKING FOR WHAT YOU WANT, STATING YOUR OPINION, OR EXPRESSING YOUR FEELINGS IN DIRECT AND HONEST WAYS THAT SHOW RESPECT FOR YOURSELF AND THE PEOPLE YOU ARE COMMUNICATING WITH.

Assertion is a way of standing up for your rights, yet not violating the rights of others.

AGGRESSION: STANDING UP FOR YOUR RIGHTS, BUT EXPRESSING YOURSELF IN A WAY THAT VIOLATES THE RIGHTS OF OTHERS, OR SHOWS THEM NO RESPECT.

Aggression may include sarcasm, humiliating insults, or overpowering the other person in order to win or dominate.

SUBMISSION: GIVING IN TO OTHER PEOPLE'S REQUESTS, DEMANDS, OR FEELINGS WITHOUT REGARD TO WHAT YOU WANT OR HOW YOU FEEL.

Submission is based on the belief that other people's feelings, desires, and opinions are more important or correct than yours, or that you will be punished if you express you own feelings, opinions or desires. (The fear of punishment is often valid.) Submissiveness is often expressed by silence.

GUIDELINES FOR ASSERTIVE BEHAVIOR

LOOK THE OTHER PERSON IN THE EYE
SPEAK LOUDLY ENOUGH TO BE HEARD EASILY
BEGIN WITH A PERSONAL PRONOUN: "I THINK," "MY OPINION IS . . ."
RAISE YOUR VOICE SLIGHTLY TO ALERT OTHERS THAT YOU HAVE SOMETHING TO SAY.
USE YOUR BODY: LEAN FORWARD, USE HAND GESTURES, TOUCH THE PERSON YOU WANT TO SPEAK TO.
WHEN YOU HAVE SAID WHAT YOU WANTED TO SAY, STOP TALKING.

Materials on this and pages 40-42 are taken from NcCarthy, Ginny Assertion Skills for Young Women; a manual (Tuscon, Arizona, The National Female Advocacy Project, New Directions for Young Women, 1981)

GUIDELINES TO SAYING NO

1. Be sure first, whether you want to say "yes" or "no." If you are not sure, say you will need time to think about it.
2. Ask questions if you don't have enough information to be sure of your answer, e.g., "What do you mean, lend it to you 'for a while?"
3. Make your answer short. You can give a reason if you want to, but remember that more than one reason will sound like a flimsy excuse. Reasons and excuses give the other person something to argue about. You don't owe an explanation.
4. You don't have to have the best argument. You might not even be sure why you want to say no, and its all right to say that, e.g., "I'm not even sure why, but I have a strong feeling that's not what I want to do."
5. When you have given your answer, stop! Let the other person speak, and, if necessary, repeat your answer.
6. Shake your head when saying "no."

GUIDELINES FOR EXPRESSING AN UNPOPULAR OPINION

1. Let other persons know that you have listened and understood what they believe. ("That's an interesting idea." "Let me see if I have this right: you believe that . . .")
2. Let other persons know that you respect them, even though you don't agree. ("I can't really understand why you believe that, but I know you must have some good reasons.")
3. Express your opinion as an opinion, not as "The Truth." ("I have a different idea about it . . .," "I disagree with you . . .")
4. If its a question of fact, admit that you could be wrong, but be willing to check with someone who knows. ("I'm sure Alice Powers ran a four minute mile last year, but let's ask Coach Merritt for the record.")
5. When you have each stated your opinions about a subject, you may begin to repeat yourself. At this point, be willing to accept your differences. ("It looks like neither of us are going to convince the other, so let's go on to something else.")

GUIDELINES FOR ASKING FOR WHAT YOU WANT

1. Be as exact as possible in stating what it is you want. ("I want to be home by 5:00. Can you give me a ride there now?")
2. When stating your limitations, don't criticize yourself. ("I seem to have figured this out wrong. Can you help me find out what's wrong?" Never "I did it again, and always seem to screw things up. Can you help? Or do you think I'm hopeless?")
3. Avoid negative talk. ("I know I've probably imposed too much already so you probably wouldn't want to lend me a dollar, would you?")
4. Don't try to flatter people or make them feel guilty.
5. Be prepared to offer a compromise, or negotiate a trade-off of favors.

GUIDELINES FOR GIVING CRITICISM

1. Plan what you want to say. Think about exactly what the person does that has angered or hurt you, and what you would like her or him to do differently.
2. Choose a time and place that's comfortable for you both. It should be private, and not rushed. Ask, "Do you have time to talk now?" or "When can we get together? I have something to talk over."
3. State as exactly as possible what the person did or said and how you felt. "When you walked away without answering, I felt hurt." "When you broke out date, I felt angry."
4. Avoid name calling and words like "never" and "always." Say "You sometimes don't notice my feelings," not "You're always insensitive."
5. Say something positive if you honestly can.
6. Give only one negative criticism at a time.
7. Suggest change that will correct the situation.

GUIDELINES FOR ACCEPTING CRITICISM

1. Listen. This means not being ready to defend yourself or counterattack. Breathing deeply will help.
2. Repeat the criticism in your own words to be sure you have it right. This will also give you a minute or two to calm down.
3. Ask for an example of what is being criticized.
4. Decide whether its a fair criticism or not. Is it true? If so, is it something you want to change in order to be fair? If you can't decide on the spot, ask for time to think about it, and schedule another meeting.
5. If it is fair, don't give excuses for having done it. Think of ways you can change your actions or statements in the future. Or ask, "What would you like me to do differently?"
6. If it is unfair, respond with "I" statements. "I think you misunderstood." "I think you're expecting more of me than I'm willing to give." Not, "You don't understand what I'm saying," or "You're being unfair."
7. If you are angry, or tempted to counterattack, suggest you postpone further discussion until a time when you are more calm.

COMMUNICATION SKILLS

"I" Messages

"I" messages are a "must" when talking about feelings. These messages allow us to tell someone that something they have done or said has caused us a problem, without injuring that person's self-esteem.

What is an "I" Message?

1. An "I" message has three parts:
   (A) I (B) feel _____ about (C) _____
   (feeling) (situation or
   _____.
   non-blameful description of the other's behavior)
2. It is a statement of fact rather than an evaluation and so it is less likely to damage the other person's self-esteem.
3. It is less likely to provoke resistance, anger, or resentment, and is therefore less likely to hurt the relationship.
4. It is risky because it may reveal the humanness of the Sender and the Receiver may use this vulnerability against the Sender.
5. It helps us get into closer touch with our feelings and needs. We "active listen" ourselves in order to develop our "I" message.
6. It models honesty and openness.

Some Things to Remember When Sending "I" Messages:

1. An "I" message may include the word "you" as part of the non-blameful description of another person's behavior, i.e., "I feel frustrated when you leave the door open because then I get cold."
2. Sending an "I" message may cause some defensiveness in the Receiver. Therefore, we must be ready to shift into Active Listening before sending another "I" message.
3. The "because" part of the "I" message is vital. We must be able to communicate how we are being affected if we are to expect a willingness to change the other person.

Common Mistakes Using "I" Messages:

1. Disguised "you" message, usually through the use of "feel" as an unintentional synonym for "think", as in I "feel" you're being rude.
2. Sending a weak message when a strong message is indicated.
3. Erupting volcanoes, sending several "I" messages before allowing the receiver to deal with any of them.

The information on "I" messages comes from Thomas Gordon's Parent Effectiveness Training (1970)

OBJECTIVE IV:

Students will be made aware of resources to assist both those who abuse and the victims of abuse.

DATING VIOLENCE: When You Need Help

This section will provide information to students as to possible resources if they have or are experiencing dating violence. Some of these resources are available in all communities, i.e., parents, ministers, teachers, etc. Others are located in the larger communities of McKenzie, Divide, and Williams Counties, and serve all residents within.

If presenting these materials outside the McKenzie, Williams, and Divide County area, an effort should be made to provide students with resources in your area, i.e., domestic violence program, human service centers, social service centers, etc. Students should also be aware that not all resources, either personal or professional, may be knowledgeable concerning dating violence. Therefore, they may have to approach more than one resource before finding someone that will be of assistance to them.

Finally, these materials will make students aware that help can be sought not only by the victims of abuse, but also by those who abuse.

Our study showed that the most likely people to be approached for help if a student became involved in a violent dating relationship were (in order of rating):

1. Friend
2. Parent
3. Sister/Brother
4. Pastor
5. School Counselor/Teacher

Other persons rated less frequently include physician, social worker, law enforcement personnel, and youth group leader.

PROVIDING HELP

1) Be a good listener. Try to be as understanding and non-judgmental as possible.
2) Don't ask "why" questions. If you ask the abuser why it happened, he will blame the victim and deny responsibility. If you ask the victim why it happened, she will assume you think she is responsible and that she could have avoided the violent behavior by what she did or did not do.
3) Reassure the victim it is not "her fault." Encourage her to talk to a counselor by calling the Family Crisis Shelter or the Northwest Human Service Center.
4) Reassure abuser he is not "bad." However, he is responsible for his actions and needs to learn new ways of dealing with stress. Northwest Human Service Center has a group designed for this purpose.

COUNSELING RESOURCES: Williams, McKenzie, and Divide Counties of North Dakota (See Appendix G for outside this area)

Family Crisis Shelter
316 2nd Avenue West
Williston, ND
Office hours: Monday - Friday
9 a.m. to 5 p.m.
572-0757
24 hour crisis line: 572-9111 (will accept collect calls)
When no one is in the office, Northwest Human Service Center answers the calls. Simply ask to speak to someone from the Family Crisis Shelter and if they are not available, ask to speak to a counselor. The shelter staff consists of a director and an assistant.

Northwest Human Service Center
316 2nd Avenue West
Williston, ND
Office hours: Monday - Friday
8 a.m. to 5 p.m.
572-8126
24 hour crisis line: 572-9111 (will accept collect calls)

Northwest Human Service Center Outreach Offices

109 5th Street S.W.	Tioga Community Hospital	206 S. Main
Watford City, ND 58854	Tioga, ND 58852	Crosby, ND 58730
Hours: Mon-Fri.	Hours: Mon-Fri.	Hours: Mon-Fri.
9 am-5 pm	9 am-5 pm	9 am-5 pm
842-2621	664-3305	965-6887

During the day, your call will be answered by a receptionist. You can schedule an appointment through her or, if you wish, you may ask to speak to a counselor. At night, your call is answered by a service operator. Ask to speak to a counselor. Your call will be referred. When the counselor answers, you should explain why you are calling (state the problem). The counselor may be able to help you by talking to you then or (s)he will explain what services are available to you. The counselor can tell you the procedure for obtaining services.

You do not have to identify yourself unless you feel comfortable doing so or wish to make an appointment. Confidentiality is observed with both Northwest Human Service Center and the Family Crisis Shelter.

A C T I V I T I E S

HANDLING STRESS

Suppose you have a test and a paper due tomorrow, your mom is on your case because you haven't made your bed for a week, and your boyfriend or girlfriends is mad at you because you forgot to meet him or her after the 6th period - - how does your body feel? (tense, tight, headache, tired, can't breathe easily, etc.)

How do <u>you</u> feel? (tense, irritable, incapable of getting it all done, panicky, angry, etc.)

We've all been at this point before. We feel stressed and, one way or another, we have to cope, or handle that stress. At his point, we need to decide how we're going to handle it. We can do something that will: (write on board)

A. Ways to help me feel better, but may hurt someone else.

B. Ways to help me feel better without hurting anyone else.

Write down all suggestions that kids have - - have them indicate why each idea should go in column A or B. The completed list could look something like this:

HANDLING STRESS

A.
- Yell or kick the dog
- Scream at sis until she cries
- Give mom the "cold shoulder"
- Be mean to every family member
- Pick a fight with my brother
- Hit my boyfriend/girlfriend

B.
- Breathe deeply 10 times and tell myself I can handle this
- Take a walk to relax my body and my head
- Go jogging or do aerobics
- Call a good friend and tell her/him I'm having a rough day

After making the lists on the board, ask the class whether they would feel better for very long if they chose a behavior from the list on the left. (They might feel better for a short time, but then the hurt they have inflicted to the other person might be added to the list of stresses, making the situation worse.)

As a follow-up to the class discussion, students could have an assignment by writing down one or two stressful periods and noting how they handled them.

TIPS FOR ROLE PLAYING

Role playing is the temporary assumption of a new identity in a "laboratory" or "practice" situation. It is important to try to feel like and act like the person whose role you are playing. Be that person as completely as you are able. Take a few minutes to decide some minimal characteristics of the person you are portraying (if a description was not given to you), decide on an assumed name. Do not try to decide in advance what to say or do. You will learn more, and the role playing will be more realistic if you react spontaneously to the situation.

Sometimes people feel hesitant to play a role for which they have no background of experience (a man playing a woman for instance). Such persons may say, "I can't play this role . . . I've never been a woman . . . it's unreal." But unreality is precisely the reason for role playing - the opportunity to don a "new identity" without the security of familiarity. As you role play, keep in touch with your feelings.

Other people in the group may comment about their feelings toward what happened. They are not to criticize your acting, but to talk about how they felt during the role playing.

Next, each of the role players should rejoin the group, take off his assumed identity and take part in a discussion of other ways the role play situation could have been approached. At this point, you are speaking as yourself, not as your role.

GUIDELINES SUMMARY

<u>For Role Players</u>

a. Be the person
b. Respond as spontaneously as you can.
c. "Hamming" and "horseplay" are not useful.
d. Focus on the role player(s) and forget the rest of the group.

<u>For Rest of Group</u>

a. Don't distract the players by comments, gestures, or laughter.
b. Identify with one of the players. Pretend you are in that role, and feel what he/she is feeling.
c. Keep in the background.
d. Resist being critical of the acting - think of alternative ways you might respond to that situation.

INTERPERSONAL RELATIONSHIPS

What Kind of Communicator Do I Want to Be?

Class Discussion

1. Write "Assertive" on the board. Ask students what this word means: (Say what you mean, confident, direct, stating your opinion firmly).

2. Write "Underassertive" on the board. Ask students what this word means: (Quiet, meek, apologetic, doesn't look you in the eye).

3. Write "Overassertive" on the board. Ask students what this word means: (Bossy, aggressive, obnoxious, intimidating, violent).

4. What kind of communicator do you think we should strive to be? Why? (Assertive. We can say just what is on our minds if we're assertive. No one will take advantage of us and we won't take advantage of anyone else.)

Role Plays

1. A boy and girl are on a date and the boy says, "Don't ever correct me in front of my friends again. You are too lame-brained to know what you are talking about." How would the girl respond if she is underassertive? Assertive? Overassertive?

2. A boy and girl are on a date and the girl says, "I was jealous when you were talking to Susan at the party. When you have a date, you shouldn't talk to other girls." How might the boy respond if he is underassertive? Assertive? Overassertive?

3. A boy and girl are on a date and the girl says, "I don't like your friend, Pete. He is so boring and ugly. Don't ask him along next time." How might the boy respond if he is underassertive? Assertive? Overassertive?

4. A boy and girl are on a date and the boy says, "I think it's unnecessary for girls to graduate from college. They just take good jobs that could be going to guys, and then quit after five years to raise a family. Girls can get married and let their husbands support them." How might the girl respond if she is underassertive? Assertive? Overassertive?

Written Assignments

Describe what kind of communication you want to have in a dating relationship and why.

(Hopefully, most students will say they want a relationship between two assertive people so both will be honest about what they think and feel, and, at the same time, try to be understanding of the other.)

QUESTIONS TO ASK YOURSELF ABOUT A NEW DATING PARTNER

INSTRUCTIONS

The following is a questionnaire designed to help the students recognize signs of potential abuse. "No" answers to questions among the first 12 indicate there is a possibility of abuse developing within the relationship. When the students have answered most of the 12 questions, ask if they have any "no" answers that trouble them.

Ask whether they believe that some of the "no" answers are not indicative of potential abuse.

Encourage the students to defend their points.

Give the students an opportunity to answer the rest of the questions.

When a few of the students have finished, ask whether they'd be willing to walk away from a relationship in which the answers were "yes" to those questions. If so, which ones, or how many "wrong" answers would be necessary to make them leave?

Which of them seem unimportant to the students?

Encourage the students to take copies of the questionnaire with them for their reference when they become involved with a new dating partner.

QUESTIONS TO ASK YOURSELF ABOUT A NEW DATING PARTNER

1. Can you state particular characteristics of this person that you like/admire?
2. Is partner glad you have other friends?
3. Is partner pleased at your accomplishments and ambitions?
4. Does partner ask for and give consideration to your opinions?
5. Does this person both talk and listen?
6. Is this person able to verbalize his/her feelings?
7. Does partner have a good relationship with nuclear family?
8. Does this person have good friends?
9. Does this person have interests besides you?
10. Do you consider this person a friend as well as a potential lover/mate?
11. Does partner respect your right to make decisions affecting your own life?
12. Does this person accept responsibility for his/her actions (not blame failures/negative results on others)?
13. When angry, does (s)he break or throw things?
14. Does partner lose his/her temper easily?
15. Does this person ask you about your past dating partners?
16. Does partner expect to be told where you have been when your are not with him/her?
17. Does this person think there are any circumstances in which it is okay for a man to hit a woman?
18. Is partner jealous of your friends or relatives?
19. Does partner think you are "cheating" on him/her if you talk to or dance with someone else?
20. Does partner get angry if you are not attentive to him/her?
21. Does (s)he "take over" when you're having trouble doing something, whether you want him/her to or not?
22. Does partner silently sulk when angry?
23. Does this person drink or take drugs almost every day, or go on periodic binges?
24. Does this person ridicule you or "put you down?"
25. Do you like yourself less than usual when you've been with this person?

EXERCISE: FINISH THE STORY

OBJECTIVE: TO CONSIDER CHOICES AND THEIR CONSEQUENCES IN A VARIETY OF ABUSIVE SITUATIONS

READ THE UNFINISHED STORIES BELOW. CHOOSE TWO STORIES TO COMPLETE. WRITE THE ENDINGS AS YOU THINK THEY MIGHT HAPPEN IN REAL LIFE.

1. You are at a party with your boyfriend, Jim, and he leaves you to get some refreshments. He is gone for quite a while and you start visiting with Tom, an old friend. Tom asks you to dance and you accept. While you are dancing, Jim returns and looks angry. For the rest of the party Jim acts sullen and is rude to you. On the way home, the two of you get into a heated argument over your right to talk to and dance with other men. At one point, he gets very angry, calls you a dirty name and slaps you across the face.

2. You have been dating this person for some time, but things aren't going well. This partner is very dependent, controlling, and expects you to spend all of your free time with him/her. You decide that you would like to break up. However, when you express this, (s)he starts crying and threatens to commit suicide if you do so.

3. At lunch, Ron says he'll "call you later." After school, you have a meeting which runs late. After dinner, your girlfriend calls - she is upset and asks you to come over right away. When you return later that evening, Ron is waiting outside your house and he is angry. He grabs you by the arm and roughly pushes you into his car. He demands to know where you have been and why you weren't available for his call. When you try to explain, he calls you a liar and accuses you of seeing someone else.

4. You have dated this person for only a short time, but you like him/her a lot. (S)He has a good sense of humor, is considerate of you and is fun to be around. So far, your dates have been private - just the two of you. Last night you were with a group of friends, and you were surprised to find your date "putting you down," criticizing your opinions, and at one point, calling you "stupid." When you try to discuss how this made you feel with him/her later, (s)he denies that it happened, and accuses you of being "overly-sensitive."

DON'T GET TRAPPED WITH STEREOTYPES

Directions: List some qualities you look for in choosing a girlfriend. Then list qualities you look for in choosing a boyfriend.

These adjectives will get your started:

a good listener
a "party" person
a "take-charge" person
adventurous
affectionate
agreeable
aggressive
assertive
athletic
bashful
"easy-going"
friendly
good looking
"happy-go-lucky"
helpless
honest
intelligent
intense
jealous
kind
loner
loving
mean
moody
not too good looking
passionate
confident
confrontive
cute
decisive
dependable
eager

I like my girlfriend to be:

I like my boyfriend to be:

reliable
responsible
restless
sensitive
sexy
smart
strong
tender
warm

Are your lists the same or different? Should they be the same or different? Are you guilty of using sex role stereotypes?

QUESTIONNAIRE

1. My friend and I have been going together for three months. While at a dance, my steady became angry at me for dancing with someone else and said, "Either you are my date, mine only, or forget it." How does this make you feel?

   a. Flattered, the action shows caring
   b. Controlled by the dominance displayed
   c. Angry, my right to make decisions for myself is important to me
   d. Surprised by the anger
   e. Confused, was I wrong?

How would you handle this problem?

_____

_____

_____

2. Your boyfriend picks you up to go to a show. He is in a great mood, he is attentive and flattering to you. You feel really great. The night progresses and his mood changes; he becomes very angry because you spilled your coke. He grabs your arm and angrily says, "How can you be so damn sloppy?" How does this make you feel?

   a. Guilty, how could I have done such a dumb thing?
   b. Bewildered, why is he so angry?
   c. Angry, I didn't do anything to deserve this
   d. Frightened, why is he hurting my arm?
   e. Good, he wants to take care of me

How would you handle this problem?

_____

_____

_____

3. You are at a party, your are with your best girl, she is flirting with everyone in the room. You ask her to stay with you, she refuses. How would you feel?

   a. Angry, start flirting with the others girls, get even
   b. Unsure, why is she doing this?
   c. Fear, you might possibly lose your girlfriend
   d. Indifferent, she can do what she wants
   e. Hurt with your friends for flirting back.

How would you handle this problem?

_____

_____

_____

4. The gang's all together, just talking and laughing. You're so happy after months of being crazy about Bob, he is finally paying attention to you. Everyday for two weeks you have been together, he is so great, such a gentleman, thoughtful, and says really neat things. How good you feel. A friend displays a case of beer, everyone is drinking. Bob gets one for both of you. Before you have 1/4 of the can down, Bob reaches for another. Soon, 4 or 5 are down and Bob is getting funny and is embarrassing you. You tell him how you feel. Without any forewarning, he grabs you by the back of the neck, pulling your hair. He very roughly jerks you next to him. "Look, I'll decide when I have had enough, understand? And don't you ever say that again." You ask him to let go of your neck; he then grabs you and kisses you. "I'm sorry baby, I didn't mean to hurt you. I was just angry, it happened so fast. Please forgive me." How would you feel?

   a. OK, it really didn't hurt that much
   b. Frightened, he hurt you
   c. Embarrassed for having caused such a scene
   d. Guilty for causing him to get angry
   e. Upset at first, but he's sorry

How would you handle this problem?

_____

_____

_____

5. School's out for the day. You're walking home, you stop to talk to your neighbor, he is really nice. Here comes your boyfriend, you talk for a few minutes, your neighbor leaves. Your boyfriend becomes angry, he tells you not to talk to any other guys, and not to be on the phone to anyone else. You're his girl and all his, and he doesn't want to share you with anyone. How would you feel?

   a. Great, he cares as much as you do
   b. Angry, he can't tell you what to do
   c. Guilty, for making him angry
   d. Confused, you weren't doing anything wrong.

How would you handle this problem?

_____

_____

_____

6. You're sitting at a favorite spot having a coke. You tell your boyfriend that you and your girlfriends have been talking and you're going to get your hair cut. He tells you not to. You're his girl and he wants your hair long, so he orders you to keep it that way. Furthermore, the sweater you have on is too tight, you should only wear that when you're around him. How does this make you feel?

   a. Safe, he wants to take care of you
   b. Good, he really cares how you look
   c. Angry, he can't control your life
   d. Confused, why should he say that?

How would you handle this problem?

_____

_____

_____

7. Your boyfriend calls you on the phone, he wants to go out. You can't, you had promised your girlfriend you would spend the night. He wants you to call your friend and tell her you can't make it. You refuse, he is angry, "If you care for me, I should be more important than your dumb friends. Who would you rather be with, them or me? How does this make you feel?

   a. Angry, he has no right
   b. Unsure, you ask yourself, who would you rather be with
   c. Hurt, why should you have to make a choice?
   d. OK, I would rather be with him

How would you handle this problem?

_____

_____

_____

8. You are at the drive-in, you start to open the door to get out. Without any warning, your boyfriend slaps your hand. "I'll do that for you, men are meant to take care of their women." He won't allow you to do anything for yourself. He's not sorry that he slapped you, doesn't even say he is sorry. How does this make you feel?

   a. Safe and protected, he really cares
   b. Stupid and ridiculous, you can open your own door
   c. Mad, he slapped you, it really wasn't hard, but he had had no right
   d. Guilty for being so stupid, you knew he likes to do those things
   e. Frightened because he hit you

How would you handle this problem?

_____

_____

_____

Barksdale Self-Esteem Index No. 69*

This Self-Esteem Index measures your current level of Self-Esteem and serves as a gauge of your progress in achieving sound Self-Esteem. It is important to you to clearly understand all statements and be completely honest in your scoring if you are to obtain a valid Index. It is also essential that you answer these statements according to how you actually feel or behave, rather than how you think you "should" feel or behave.

Score as follows (each score shows how true or the amount of time you believe that statements is true for you):

0 = not at all true for me
1 = somewhat true or true only part of the time
2 = fairly true or true about half the time
3 = mainly true or true most of the time
4 = true all the time

To find your Self-Esteem Index (SEI), simply add scores of all Self-Esteem Statements. The possible range of your Self-Esteem Index is from 0 to 100. Sound Self-Esteem is indicated by an SEI of 95 or more. Experience shows that any score under 90 is a disadvantage, a score of 75 or less is a serious disadvantage, and an SEI of 50 or less indicates a really crippling lack of Self-Esteem.

* 1974 by Lilburn S. Barksdale, The Barksdale Foundation, P.O. Box 187, Idyllwild, California 92349.

(This is an evaluation, not a test)

SCORE		SELF-ESTEEM STATEMENTS
_____	1.	I don't feel anyone else is better than I am.
_____	2.	I am free of shame, blame and guilt.
_____	3.	I am a happy, carefree person.
_____	4.	I have no need to prove I am as good as or better than others.
_____	5.	I do not have a strong need for people to pay attention to me or like what I do.
_____	6.	Losing does not upset me or make be feel "less than" others.
_____	7.	I feel warm and friendly toward myself.
_____	8.	I do not feel others are better than I am because they can do things better, have more money, or are more popular.
_____	9.	I am at ease with strangers and make friends easily.
_____	10.	I speak up for my own ideas, likes and dislikes.
_____	11.	I am not hurt by others' opinions or attitudes.
_____	12.	I do not need praise to feel good about myself.
_____	13.	I feel good about others good luck and winning.
_____	14.	I do not find fault with my family, friends or others.
_____	15.	I do not feel I must always please others.
_____	16.	I am open and honest, and not afraid of letting people see my real self.
_____	17.	I am friendly, thoughtful and generous towards others.
_____	18.	I do not blame others for my problems and mistakes.
_____	19.	I enjoy being alone with myself.
_____	20.	I accept compliments and gifts without feeling uncomfortable or needing to give something in return.
_____	21.	I admit my mistakes and defeats without feeling ashamed or "less than."
_____	22.	I feel no need to defend what I think, say or do.
_____	23.	I do not need others to agree with me or tell me I'm right.
_____	24.	I do not brag about myself, what I have done, or what my family has or does.
_____	25.	I do not feel "put down" when criticized by my friends or others.

_____ **SELF-ESTEEM INDEX** (sum of all scores)

NAME _____ DATE _____

APPENDICES

APPENDIX A

NETWORK AGAINST TEENAGE VIOLENCE

DATING VIOLENCE SURVEY - JULY, 1986

Violence between young people during dating relationships has aroused concern among those working in the family violence field. Adolescence has been thought of a time when boys and girls experience higher levels of affiliative needs, often with no intent of long-term commitment, in a spirt of romance and fun. Instead, recent research suggests that dating, even in high school, has a dark side of coercion, emotional and physical violence.

It is not surprising that dating violence has only recently come to the attention of the public. Recognition of the nature and extent of violence between married couples has only become a national concern within the last decade. As professionals worked with the victims and perpetrators of assualts within marriages, however, it became apparent that in many cases the violence had been present early in the relationship, preceding the marriage.

The Family Crisis Shelter, an organization providing services to victims of family violence, as well as prevention and communicty education, recognized the implications of these antecedents of marital violence. The Family Crisis Shelter applied for and received a Bush Foundation grant to plan, develop, implement, and evaluate a program to reduce and prevent violence in teenage dating relationships. The Network Against Teenage Violence was organized to accomplish this task. As a first step, the Network Against Teenage Violence conducted a study to learn if violence, indeed, was present among teenagers in rural North Dakota.

METHOD:

A survey questionnaire was developed by the Network Against Teenage Violence Task Force. The questionnaire addressed teenagers' attitudes toward violence; experience with violence, both as "victim" and "aggressor"; and perceptions as to where help might be obtained. The questionnaire also asked about the teenager's experience with violence in their own families. The items dealing with violence were arranged in order that the respondent first answered questions about more common violent acts, often not defined by the general population as violence, then proceeded to questions about severe violent acts.

Cooperation with school officials was obtained and the questionnaires were administered to all students in the smaller high schools and to a sample in the larger high schools in December, 1985. The sample consisted of all students in social studies classes. These are required classes and students from all four classes were represented. Over 50 percent of the students in the larger school were included in the sample. The questionnaires were administered by teachers. Students were given the option to refuse to participate and were informed that doing so would in no way affect their grades. A response rate of over 80 percent was achieved, with a total of 1,256 questionnaires returned.

FINDINGS:

The respondents were fairly evenly divided between males and females. Responses by year in school ranged from 261 sophomores to 401 juniors (Table 1). Somewhat less than half of the respondents' families received their major income from

farming or oil industry. A large percentage (over 80%) of the students either were dating or had dated (Table 2). Of these students, from 6% to 12% indicated they had ended a relationship because of violence. Between 8% and 14% indicated that they had continued a relationship in which a person acted violently toward them. It would seem that students in rural North Dakota do, indeed, experience dating violence.

Table 3 summarizes the reported experience of students with violence perpetrated by dates. As may be seen, students report violence on the part of their dates as a fairly frequent experience, with some tendency for dating violence to become more likely as the student reaches the junior and senior years. Students report violent behavior on their own part with a fairly high frequency, also (Table 4). Again, a slight tendency for increased violence is seen as the student reaches the junior and senior years.

Table 5 illustrates the types of violent behavior most commonly experienced by respondents. Being sworn at by a date is the most frequent experience, followed with being slapped or pinched by a date. The most severe types of physical violence are the least frequently experienced, although 9% of the respondents report being punched by a date one or more times. No students reported needed medical attention or causing a date to need medical attention.

Students are less likely to report perpetrating violent acts (Table 6). This is consistent with the finds of other studies. However, those acts which students most frequently report they have done to a date are the same as those most frequently reported as experienced, i.e., swearing at, slapping, or pinching a date.

There appears to be very little difference in the level of violence experienced, when consdiered by year in school. A slight tendency toward increased violence, both as the victim of a violent act (Table 7) or as the aggressor (Table 8), may be noted as students reach the higher greades.

One of the more interesting findings is the differential experience of males and females with violent behavior. In some categories of violent acts, girls more frequently report, such as being sworn at, threatened, or sexually forced (Table 9). However, in all of the remaining categories, boys report a higher rate of experiencing a violent act. Boys are less likely to report perpetrating

violence, except for threatening a date and forcing sex on a date (Table 10). This area of male/female experience of violence suggests possibilities for further study.

Since both existing research and clinical experience indicate the violence on the part of parents trains children in violent behavior, this survey asked respondents about parental violence. As may be seen in Table 11, high school students of all ages quite frequently are the recipients of violent behavior from their parents. Students, in turn, behave violently toward parents, but with a much lower freuqency (Table 12). Students are more likely to swear at or slap a parent, just as they are most frequently sworn at or slapped by a parent.

Respondents were asked to indicate to whom they would talk about a violent dating relationship. Parents, friends, and siblings were the most common choices, with pastors, school counselors and teachers next most frequently mentioned (Table 13).

NONSIGNIFICANT FINDINGS:

No significant differences in respondents' experience with dating violence was reported by size of school.

SUMMARY:

Initial analysis of the data from the Dating Violence Survey reveals that teenagers in this area of North Dakota are experiencing violence in dating relations. Size of community in which the teenager lives, income source of the family, and year in school appear to have little effect upon the experience with dating violence. Experiences of males and females do appear to differ significantly on some items. Males report experiencing higher levels of violence from dates in many categories. Females do more frequently report verbal violence and forced sex. Females alos report themselves as "aggressors" as often, and in some cases more often, than males. Respondents most frequently talk about dating violence with family members and friends with the next most likely choice to be school personnel or pastors.

RECOMMENDATIONS:

1. Educational efforts should be directed toward students in all classes and their families; since persons involved in violence appear most likely to first seek help from those closest to them.

2. Education of school personnel and pastors should be given a high priority.

3. Education to teach appropriate alternatives to violent behavior should be directed toward both boys and girls.

4. Education to teach appropriate responses to violent behavior, as well as helping resources, should be directed toward both boys and girls.

SURVEY

Introduction:

You have been selected, along with your classmates, to complete the following survey of knowledge, attitudes and behavior about violence and teenagers. Your responses will only be reported in group form and will, therefore, be anonymous - do not put your name or any personally identifying information on this survey.

1. Please circle your age: 12, 13, 14, 15, 16, 17, 18, 19, or 20

2. Please circle your gender: Male or Female

3. Please circle your current grade: 9, 10, 11, or 12

4. Please circle your family's main source of income: Farm Oilfield Other

A. Instructions: Circle the appropriate word on the scales below for each of the following statements showing how much you agree or disagree with each statement.

1. Regardless of the circumstances involved, male teenagers who hit, slap, kick, punch, pinch, or shove a female teenager are acting violently.

Strongly Disagree | Disagree | No Opinion | Agree | Strongly Agree

2. Regardless of the circumstances involved, female teenagers who hit, slap, kick, punch, pinch, or shove a male teenager are acting violently.

Strongly Disagree | Disagree | No Opinion | Agree | Strongly Agree

3. Jealousy on the part of a teenager shows how much that person cares for another teenager of the opposite sex.

Strongly Disagree | Disagree | No Opinion | Agree | Strongly Agree

4. Sometimes, teenagers get so angry they cannot help hitting somebody.

Strongly Disagree | Disagree | No Opinion | Agree | Strongly Agree

5. A teenager who acts violently while under the influence of alcohol or other intoxicants is not responsible for that violent behavior.

Strongly Disagree | Disagree | No Opinion | Agree | Strongly Agree

6. Men should be logical, strong, not show feelings in public, take control in relationships, initiate sexual activity, be the breadwinner, and be head of the household.

Strongly Disagree | Disagree | No Opinion | Agree | Strongly Agree

7. Women should be sensitive, compassionate, caretakers, supportive, responsible for raising children, and doing housework.

Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree

8. There is no justifiable reason for one person to hit another person.

Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree

B. Instructions: For the following behaviors, place a check ( ) mark indicating the number of times those behaviors have happened to you.

1. Slapped with an open hand by a dating partner.
___ Never ___ 1-2 times ___ 3-5 times ___ 6-10 times ___ 11 or more times

2. Slapped by a parent.
___ Never ___ 1-2 times ___ 3-5 times ___ 6-10 times ___ 11 or more times

3. Sworn at or called unpleasant names by a dating partner.
___ Never ___ 1-2 times ___ 3-5 times ___ 6-10 times ___ 11 or more times

4. Sworn at or called unpleasant names by a parent.
___ Never ___ 1-2 times ___ 3-5 times ___ 6-10 times ___ 11 or more times

5. Threatened by a dating partner in an attempt to get me to do something I really didn't want to do.
___ Never ___ 1-2 times ___ 3-5 times ___ 6-10 times ___ 11 or more times

6. Threatened by a parent in an attempt to get me to do something I really didn't want to do.
___ Never ___ 1-2 times ___ 3-5 times ___ 6-10 times ___ 11 or more times

7. Had my hair pulled by a dating partner.
___ Never ___ 1-2 times ___ 3-5 times ___ 6-10 times ___ 11 or more times

8. Had my hair pulled by a parent.
___ Never ___ 1-2 times ___ 3-5 times ___ 6-10 times ___ 11 or more times

9. Kicked by a dating partner.
___ Never ___ 1-2 times ___ 3-5 times ___ 6-10 times ___ 11 or more times

10. Kicked by a parent.
___ Never ___ 1-2 times ___ 3-5 times ___ 6-10 times ___ 11 or more times

11. Punched by a dating partner.
___ Never ___ 1-2 times ___ 3-5 times ___ 6-10 times ___ 11 or more times

12. Punched by a parent.
___ Never ___ 1-2 times ___ 3-5 times ___ 6-10 times ___ 11 or more times

13. Painfully pinched by a dating partner.
___ Never ___ 1-2 times ___ 3-5 times ___ 6-10 times ___ 11 or more times

14. Painfully pinched by a parent.
___ Never ___ 1-2 times ___ 3-5 times ___ 6-10 times ___ 11 or more times

15. Had an object thrown at me in anger by a dating partner.
___ Never ___ 1-2 times ___ 3-5 times ___ 6-10 times ___ 11 or more times

16. Had an object thrown at me in anger by a parent.
___ Never ___ 1-2 times ___ 3-5 times ___ 6-10 times ___ 11 or more times

17. Intentionally scratched by a dating partner.
___ Never ___ 1-2 times ___ 3-5 times ___ 6-10 times ___ 11 or more times

18. Intentionally scratched by a parent.
___ Never ___ 1-2 times ___ 3-5 times ___ 6-10 times ___ 11 or more times

19. Forced to engage in sexual relations against my wishes by a dating partner.
___ Never ___ 1-2 times ___ 3-5 times ___ 6-10 times ___ 11 or more times

20. Forced to engage in sexual relations against my wishes by a parent.
___ Never ___ 1-2 times ___ 3-5 times ___ 6-10 times ___ 11 or more times

21. Intentionally choked by a dating partner.
___ Never ___ 1-2 times ___ 3-5 times ___ 6-10 times ___ 11 or more times

22. Intentionally choked by a parent.
___ Never ___ 1-2 times ___ 3-5 times ___ 6-10 times ___ 11 or more times

23. Threatened with a weapon, e.g., gun, knife, heavy object by a dating partner.
___ Never ___ 1-2 times ___ 3-5 times ___ 6-10 times ___ 11 or more times

24. Threatened with a weapon, e.g., gun, knife, heavy object by a parent.
___ Never ___ 1-2 times ___ 3-5 times ___ 6-10 times ___ 11 or more times

25. Needed medical treatment for injuries caused by physical or sexual violence by a dating partner.
___ Never ___ 1-2 times ___ 3-5 times ___ 6-10 times ___ 11 or more times

26. Needed medical treatment for injuries caused by physical or sexual violence by a parent.
___ Never ___ 1-2 times ___ 3-5 times ___ 6-10 times ___ 11 or more times

27. Had my personal property intentionally damaged by a dating partner.
___ Never ___ 1-2 times ___ 3-5 times ___ 6-10 times ___ 11 or more times

28. Had my personal property intentionally damaged by a parent.
___ Never ___ 1-2 times ___ 3-5 times ___ 6-10 times ___ 11 or more times

C. Instructions: For the following behaviors, place a check ( ) mark in front of the number of times you have displayed those behaviors.

1. Slapped a dating partner with an open hand.
___ Never ___ 1-2 times ___ 3-5 times ___ 6-10 times ___ 11 or more times

2. Slapped a parent with an open hand.
___ Never ___ 1-2 times ___ 3-5 times ___ 6-10 times ___ 11 or more times

3. Sworn at or called a dating partner unpleasant names.
___ Never ___ 1-2 times ___ 3-5 times ___ 6-10 times ___ 11 or more times

4. Sworn at or called a parent unpleasant names.
___ Never ___ 1-2 times ___ 3-5 times ___ 6-10 times ___ 11 or more times

5. Threatened a dating partner in an attempt to get them to do something they really didn't want to do.
___ Never ___ 1-2 times ___ 3-5 times ___ 6-10 times ___ 11 or more times

6. Threatened a parent in an attempt to get them to do something they really didn't want to do.
___ Never ___ 1-2 times ___ 3-5 times ___ 6-10 times ___ 11 or more times

7. Pulled a dating partner's hair.
___ Never ___ 1-2 times ___ 3-5 times ___ 6-10 times ___ 11 or more times

8. Pulled a parent's hair.
___ Never ___ 1-2 times ___ 3-5 times ___ 6-10 times ___ 11 or more times

9. Kicked a dating partner.
___ Never ___ 1-2 times ___ 3-5 times ___ 6-10 times ___ 11 or more times

10. Kicked a parent.
___ Never ___ 1-2 times ___ 3-5 times ___ 6-10 times ___ 11 or more times

11. Punched a dating partner.
___ Never ___ 1-2 times ___ 3-5 times ___ 6-10 times ___ 11 or more times

12. Punched a parent.
___ Never ___ 1-2 times ___ 3-5 times ___ 6-10 times ___ 11 or more times

13. Painfully pinched a dating partner.
___ Never ___ 1-2 times ___ 3-5 times ___ 6-10 times ___ 11 or more times

14. Painfully pinched a parent.
___ Never ___ 1-2 times ___ 3-5 times ___ 6-10 times ___ 11 or more times

15. Thrown an object at a dating partner in anger.
___ Never ___ 1-2 times ___ 3-5 times ___ 6-10 times ___ 11 or more times

16. Thrown an object at a parent in anger.
___ Never ___ 1-2 times ___ 3-5 times ___ 6-10 times ___ 11 or more times

17. Intentionally scratched a dating partner.
___ Never ___ 1-2 times ___ 3-5 times ___ 6-10 times ___ 11 or more times

18. Intentionally scratched a parent.
___ Never ___ 1-2 times ___ 3-5 times ___ 6-10 times ___ 11 or more times

19. Forced a dating partner to engage in sexual relations against their wishes.
___ Never ___ 1-2 times ___ 3-5 times ___ 6-10 times ___ 11 or more times

20. Intentionally choked a dating partner.
___ Never ___ 1-2 times ___ 3-5 times ___ 6-10 times ___ 11 or more times

21. Intentionally choked a parent.
___ Never ___ 1-2 times ___ 3-5 times ___ 6-10 times ___ 11 or more times

22. Threatened a dating partner with a weapon, e.g., gun, knife, heavy object.
___ Never ___ 1-2 times ___ 3-5 times ___ 6-10 times ___ 11 or more times

23. Threatened a parent with a weapon, e.g., gun, knife, heavy object.
___ Never ___ 1-2 times ___ 3-5 times ___ 6-10 times ___ 11 or more times

24. Medical treatment was needed by a dating partner for injuries caused by physical or sexual violence.
___ Never ___ 1-2 times ___ 3-5 times ___ 6-10 times ___ 11 or more times

25. Medical treatment was needed by a parent for injuries caused by physical or sexual violence.
___ Never ___ 1-2 times ___ 3-5 times ___ 6-10 times ___ 11 or more times

26. Intentionally damaged a dating partner's personal property.
___ Never ___ 1-2 times ___ 3-5 times ___ 6-10 times ___ 11 or more times

27. Intentionally damaged a parent's personal property.
___ Never ___ 1-2 times ___ 3-5 times ___ 6-10 times ___ 11 or more times

D. Instructions: For the following questions, the words "violence" and "violently" are defined as any behavior listed in 1-28 on pages 66-67.

1. Have you ever dated or do you date now? (circle one) Yes No

2. Have you ever ended a dating relationship because of violence within the relationship? (circle one) Yes No Does Not Apply

3. Have you ever continued to date a person who acted violently towards you? (circle one) Yes No Does Not Apply

4. Have you ever had a relationship ended because you displayed violence in the relationship? (circle one) Yes No Does Not Apply

5. Have you ever used violence or the threat of violence to try to continue a relationship? (circle one) Yes No Does Not Apply

E. Instructions: Please respond to each of the following statements by circling T for true or F for False.

1. Victims of childhood physical abuse are more likely to be victims of later physical abuse as a teenager or adult. T or F

2. Victims of childhood physical abuse are more likely as a teenager or adult to physically abuse others. T or F

3. Alcohol and other drug use is frequently involved in violent behavior. T or F

4. Persons with more years of education are less likely to be violent in relationships. T or F

5. Persons of Irish, Italian and German descent are more violent than other ethnic groups T or F

6. Violent behavior by a dating partner will usually stop after marriage to that partner. T or F

7. A person who has been violent in a dating relationship and who then feels sorry, apologizes and promises never to do it again is not likely to be violent in that relationship again. T or F

Instructions: If you were involved in a violent dating relationship, which of the following person would you talk to about it? Please put a check ( ) mark in front of any person you might speak with. Then go back and, using the blanks behind the list, please rank the five people you would most likely talk to from 1 to 5, using 1 for the person you would most likely talk to.

_____ Parent _____
_____ Teacher _____
_____ School Counselor _____
_____ Pastor _____
_____ Male Friend _____
_____ Female Friend _____
_____ Physician _____
_____ Social Worker _____
_____ Juvenile Court Officer _____
_____ Lawyer _____
_____ Police Officer/Sheriff's Deputy _____
_____ Psychologist _____
_____ Psychiatrist _____
_____ Brother _____
_____ Sister _____
_____ Youth Group Leader, e.g., Luther League, 4-H, Boy Scouts Troop Leader _____
_____ Other, please write in your choices here, _____

_____

If you have ever been involved in a violent dating relationship with someone you were dating, please indicate the nature of the incident and how you reacted to the situation.

_____

_____

_____

_____

TABLE 1

RESPONDENT'S BACKGROUND

BY YEAR IN SCHOOL
(N=1256)

Sex	Fr. (N=304)	Soph. (N=261)	Jr. (N=401)	Sr. (N=290)
Male	50%	50%	53%	53%
Female	50%	50%	47%	47%
Income Source				
Farm	19%	24%	16%	19%
Oilfield	23	23	25	25
Other	58	53	59	56

TABLE 2

RESPONDENTS' EXPERIENCE WITH DATING

BY YEAR IN SCHOOL
(N=1256)

Type of Experience	Percent Responding "Yes"			
	Fr. (N=304)	Soph. (N=261)	Jr. (N=401)	Sr. (N=290)
Ever dated or now dating?	81%	82%	87%	92%
Ended a dating relationship because of violence?	6	7	12	6
Continued to date a person acting violently toward you?	8	9	14	8
Had a relationship end because of violence you displayed?	2	4	5	1
Used violence or the threat of violence to continue a relationship?	2	2	4	2

TABLE 3

PERCENT OF RESPONDENTS EXPERIENCING VIOLENT ACTS ON DATES

BY YEAR IN SCHOOL
(N=1256)

Number of Acts	Fr. (N=304)	Soph. (N=261)	Jr. (N=401)	Sr. (N=290)
0	47%	55%	39%	36%
1 - 2	24	18	25	31
3 - 4	15	11	18	18
5 +	13	16	18	15

TABLE 4

PERCENT OF RESPONDENTS PERPETRATING VIOLENT ACTS ON DATES

BY YEAR IN SCHOOL
(N=1256)

Number of Acts	Fr. (N=304)	Soph. (N=261)	Jr. (N=401)	Sr. (N=290)
0	52%	56%	44%	45%
1 - 2	30	28	23	34
3 - 4	9	8	12	14
5 +	9	8	21	7

TABLE 5

TYPES OF DATING VIOLENCE

REPORTED FREQUENCY BY "VICTIM"

Categories of Violent Acts	Percent Experiencing Violent Acts			
	0	1-2	3+	Total N
Less Violent Behavior				
Sworn at by Date	58%	21%	21%	1243
Threatened by Date	83	11	6	1244
Object Thrown by Date	85	10	5	1247
Personal Property Damaged by Date	88	9	3	1248
Physical Violence				
Slapped by Date	80%	13%	7%	1245
Hair Pulled by Date	88	8	4	1241
Kicked by Date	90	7	3	1242
Pinched by Date	75	16	9	1246
Scratched by Date	89	7	4	1246
Severe Physical Violence				
Punched by Date	91%	6%	3%	1245
Forced Sex by Date	89	7	4	1244
Choked by Date	96	3	1	1259
Threatened With a Weapon by Date	97	2	1	1247

TABLE 6

TYPES OF DATING VIOLENCE

REPORTED FREQUENCY BY "AGGRESSORS"

Categories of Violent Acts	Percent Reporting Violent Acts			
	0	1-2	3+	Total N
Less Violent Behavior				
Swore at Date	87%	10%	3%	1231
Threatened Date	94	4	2	1227
Threw Object at Date	89	8	3	1227
Damaged Date's Personal Property	92	6	2	1230
Physical Violence				
Slapped Date	80%	14%	6%	1232
Pulled Date's Hair	92	6	2	1225
Kicked Date	93	5	2	1227
Pinched Date	85	11	4	1226
Scratched Date	95	3	2	1227
Severe Physical Violence				
Punched Date	92%	6%	2%	1227
Forced Sex on Date	96	2	2	1228
Choked Date	99	1	0	1232
Threatened Date With a Weapon	98	1	1	1231

TABLE 7

TYPES OF DATING VIOLENCE REPORTED AS EXPERIENCED BY RESPONDENTS, BY YEAR IN SCHOOL

Categories of Violent Acts	Percent Experiencing Violent Acts			
	Fr.	Soph.	Jr.	Sr.
Less Violent Behavior				
Sworn at by Date	37%	36%	44%	52% *
Threatened by Date	16	19	16	19
Object Thrown by Date	12	10	21	17 *
Personal Property Damaged by Date	12	10	13	12
Physical Violence				
Slapped by Date	19%	17%	22%	23%
Hair Pulled by Date	8	14	15	12
Kicked by Date	8	12	12	10
Pinched by Date	23	21	28	30 *
Scratched by Date	10	9	12	13
Severe Physical Violence				
Punched by Date	7%	9%	10%	6%
Forced Sex by Date	11	13	12	8
Choked by Date	4	4	6	4
Threatened With a Weapon by Date	4	3	3	2

* Statistically significant difference

TABLE 8

TYPES OF DATING VIOLENCE REPORTED AS PERPETRATED BY RESPONDENTS, BY YEAR IN SCHOOL

Categories of Violent Acts	Percent Reporting Violent Acts			
	Fr.	Soph.	Jr.	Sr.
Less Violent Behavior				
Swore at Date	40%	35%	48%	47% *
Threatened Date	6	5	7	7
Threw Object at Date	10	7	14	10 *
Damaged Date's Personal Property	9	5	8	8
Physical Violence				
Slapped Date	18%	17%	22%	21%
Pulled Date's Hair	7	9	10	9
Kicked Date	7	9	8	6
Pinched Date	15	14	17	16
Scratched Date	4	6	5	6
Severe Physical Violence				
Punched Date	7%	9%	10%	6%
Forced Sex on Date	5	3	4	2
Choked Date	1	5	2	2
Threatened Date With a Weapon	2	1	2	1

* Statistically significant difference

TABLE 9

TYPES OF DATING VIOLENCE REPORTED AS EXPERIENCED BY RESPONDENTS, BY SEX

Categories of Violent Acts	Percent Experiencing Violent Acts	
	Male	Female
Less Violent Behavior		
Sworn at by Date	40.8%	43.2%
Threatened by Date	13.4	20.7 *
Object Thrown by Date	16.2	14.2
Personal Property Damaged by Date	12.6	10.4
Physical Violence		
Slapped by Date	21.3%	18.9%
Hair Pulled by Date	12.7	12.2
Kicked by Date	13.4	7.6
Pinched by Date	25.3	25.6
Scratched by Date	15.6	5.5 *
Severe Physical Violence		
Punched by Date	10.4%	7.8%
Forced Sex by Date	7.6	13.9
Choked by Date	4.6	3.0
Threatened With a Weapon by Date	2.5	2.8

* Statistically significant difference

TABLE 10

TYPES OF DATING VIOLENCE REPORTED AS PERPETRATED BY RESPONDENTS, BY SEX

Categories of Violent Acts	Percent Reporting Violent Acts	
	Male	Female
Less Violent Behavior		
Swore at Date	39.7%	46.4% *
Threatened Date	7.0	4.9
Threw Object at Date	7.3	14.3 *
Damaged Date's Personal Property	7.1	7.9
Physical Violence		
Slapped Date	11.0%	28.9 *
Pulled Date's Hair	5.7	11.3 *
Kicked Date	4.6	9.8 *
Pinched Date	13.6	17.2
Scratched Date	2.7	7.2 *
Severe Physical Violence		
Punched Date	4.1%	12.0% *
Forced Sex on Date	6.2	.7 *
Choked Date	1.9	.8
Threatened Date With a Weapon	2.1	1.3

* Statistically significant difference

TABLE 11

REPORTED VIOLENT ACTS AS DONE TO RESPONDENTS

BY PARENTS, BY YEAR IN SCHOOL

Categories of Violent Acts	Percent Experiencing Violent Acts			
	Fr.	Soph.	Jr.	Sr.
Less Violent Behavior				
Sworn at by Parent	61%	64%	64%	65%
Threatened by Parent	38	45	51	42
Object Thrown by Parent	30	22	22	20
Personal Property Damaged by Parent	18	17	14	13
Physical Violence				
Slapped by Parent	69%	64%	68%	64%
Hair Pulled by Parent	53	47	55	46
Kicked by Parent	23	20	19	15
Pinched by Parent	27	23	23	20
Scratched by Parent	13	9	10	7
Severe Physical Violence				
Punched by Parent	16%	14%	14%	11%
Forced Sex by Parent	2	3	2	2
Choked by Parent	5	5	5	3
Threatened With a Weapon by Parent	4	5	4	3
Needed Medical Treatment	3	2	2	2

TABLE 12

TYPES OF DATING VIOLENCE REPORTED AS PERPETRATED BY RESPONDENTS, BY YEAR IN SCHOOL

Categories of Violent Acts	Percent Reporting Violent Acts			
	Fr.	Soph.	Jr.	Sr.
Less Violent Behavior				
Swore at Parent	55%	52%	55%	49%
Threatened Parent	8	8	13	9
Threw Object at Parent	15	11	13	8
Damaged Date's Personal Property	13	14	13	9
Physical Violence				
Slapped Parent	12%	13%	16%	10%
Pulled Date's Hair	3	3	4	2
Kicked Parent	6	3	3	6
Pinched Parent	7	4	3	4
Scratched Parent	5	3	3	2
Severe Physical Violence				
Punched Parent	8%	7%	7%	4%
Choked Parent	2	2	2	0
Threatened Parent With a Weapon	3	3	2	0
Parent Required Medical Attention	1	1	1	1

TABLE 13

PERCEIVED SOURCES OF HELP

"If you were involved in a violent dating relationship, which of the following persons would you talk to about it?"

Source of Help	Percent Indicating "Yes"	
	Male	Female
1. Parent	65%	74%
2. Teacher	17	18
3. School Counselor	21	25
4. Pastor	30	29
5. Male Friend	74	53
6. Female Friend	55	88
7. Physician	7	7
8. Social Worker	9	12
9. Juvenile Court Worker	8	4
10. Lawyer	6	4
11. Police Officer/Sheriff's Deputy	9	6
12. Psychologist	6	6
13. Psychiatrist	7	8
14. Brother	48	46
15. Sister	43	54
16. Youth Group Leader	10	11

APPENDIX B

FREEDOM FROM ASSAULT IS EVERY PERSONS BASIC RIGHT

IF YOU ARE ABUSED BY YOUR PARTNER:

- It is not your fault.
- You are not alone. It happens to many women.
- There are people who offer help and support.
- You can share your feelings and not be isolated from others.

YOU DID NOT CAUSE THE ABUSE

YOU HAVE CHOICES:

- To change the situation.
- To raise your children free from fear.
- To share your feelings and not be isolated.

WE CARE ABOUT YOU. WE CAN HELP EXPLORE YOUR CHOICES. CALL YOUR LOCAL CRISIS LINE: 572-9111.

IF YOU ARE CALLING THE POLICE FOR ASSISTANCE FOR YOURSELF OR AN ABUSED WOMAN,

TELL THEM:

- If there is a life in danger
- If there are weapons involved
- If there have been any injuries
- If there are children present

FEEL FREE TO USE THE CRISIS LINE IF YOU NEED MORE INFORMATION

IF YOU KNOW SOMEONE WHO YOU THINK IS ABUSED,

YOU CAN HELP

- Show her respect.
- Listen to her, be supportive and understanding.
- Explain to her that ignoring the beatings is dangerous, that the attacks usually get more severe as times goes on.
- Do not be judgmental.
- Let her know she is not alone, that she is not to blame.
- Assault is a CRIME.

IF YOU THINK YOU MAY BE AN ASSAULTING PARTNER:

- You are not the only one.
- You do not have to behave this way, you can learn other ways of expressing anger and frustration.
- If your partner leaves you, it is because she is afraid for her safety, not necessarily because she no longer loves you.
- You are responsible for your actions.
- Your children are affected by your behavior.
- Ignoring an assault is dangerous.
- Apologizing is not enough, talk to someone and get help for yourself.

VIOLENCE HURTS EVERYONE

From Manitoba Committee on Wife Abuse

APPENDIX C

DOMESTIC VIOLENCE PROGRAMS IN NORTH DAKOTA

BELCOURT
Office and Crisis Line: 477-6411

BISMARCK
Abused Adult Resource Center
Office: 222-8370
Crisis Line: 1-800-472-2911

DEVILS LAKE
Safe Alternatives for Abused Families
Office: 662-7378
Crisis Line: 662-5050

DICKINSON
Domestic Violence & Rape Crisis Center
Office and Crisis Line: 225-4506

ELLENDALE
Kedish House
Office: 349-4729
Crisis Line: 349-3611

FARGO
Rape and Abuse Crisis Center
Office and Crisis Line: 293-7273

FORT BERTHOLD
Coalition Against Domestic Violence
Office: 627-4171
Crisis Line: 627-4738

GRAFTON
Domestic Violence Program of Walsh Cty.
Office: 352-0647
Crisis Line: 352-3059

GRAND FORKS
Adult Abuse Community Service
Office: 746-0405
Crisis Line: 746-8900

JAMESTOWN
S.A.F.E. Shelter
Office and Crisis Line: 251-2300

MCLEAN COUNTY
McLean Family Resource Center
Office and Crisis Line: 462-8643

MERCER COUNTY
Women's Action & Resource Center
Office: 873-2274
Crisis Line: 748-2274

MINOT
Domestic Violence Crisis Center
Office: 852-2258
Crisis Line: 857-2000

STANLEY
Action Resource Center
Office: 628-3233

VALLEY CITY
Abused Persons Outreach Center
Office & Crisis Line: 845-0072

WILLISTON
Family Crisis Shelter
Office: 572-0757
Crisis Line: 572-9111

These service providers are available for counseling and referral services, as well as public and academic presentations. They may have educational materials on dating violence developed for presentations in the classroom other than these materials. We encourage you to use these professionals to assist you in educating your students on this sensitive topic.

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